

McGill reporter

volume 1, number 13

9 December 1968

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THE MCGILL REPORTER WILL CEASE PUBLICATION FOR THE CHRISTMAS PERIOD WITH THIS ISSUE. THE NEXT ISSUE WILL APPEAR ON JANUARY 20 IN THE NEW YEAR.

The second part of the historical background is that the rest of the course at McGill tended to be very much the same as the law schools in the rest of Canada—constitutional law, corporation law, taxation, labour law, etc. So the curriculum of this faculty from the beginning has had a component which is the same as Ontario and elsewhere.

So the training processes here for a long time have taken into account not only the Quebec civil law tradition but the Anglo-Canadian tradition as well. One can say that the environment was always ready, therefore, for going that next step forward and having a full common law program.

McGill, of course, had a common law degree for nine years between 1916 and 1925. It was an extraordinary experiment which didn't pan out as well as it might have due to lack of resources. It was tried at a time when the faculty was small; full-time staff was very small. And the theory of how you integrate the common law into a civil law school, as we've done now, into a law school in which students take all courses together, really hadn't been thought through.

We were motivated by other motives as well. We were motivated by the very significant impact of the *Quiet Revolution* upon Quebec. We felt that whatever happened in Quebec, Montreal would be a richer place and McGill a richer place if we embarked on scientific studies of common law.

I see it this way. McGill always has been outward looking. It has its links with the English speaking world. It would be even more outward looking if it had a truly professional common law link.

We didn't want to find ourselves looking too inward at a time when the leaders of the *Quiet Revolution* wanted to break out of ancient walls and be fulfilled in the widest possible modern terms.

Here there is a very old civil law tradition, a very strong public law tradition in the English language, and now the common law appears. In this kind of setting it is right to pay a lot of attention to the problems of the Constitution and Confederation. Furthermore, with people like Mallory and Frankel in the Political Science department, Lyon, Corry, McWhinney and myself in Law and others like Frank Scott, McGill has a powerful capacity to deal with the new Federalism. We will see the new Federalism through civil law eyes and through Quebec eyes, not merely through general Canadian eyes.

This is where the action is going to be. You take the Quebec Civil Code, which hasn't been updated in any organized way for 100 years. Now, one of my colleagues, Paul Cr peau, is working at its revision as the sole commissioner. But he is using his fellow professors at McGill and elsewhere in the drafting of reforms. The intellectual impetus, the intellectual influences, on the revision of the civil Code may be very substantial. You couldn't get a more profound opportunity to shape the private law of the future.

Side by side with the development of the common law, we have strengthened the civil law in two fundamental ways. We have created a civil law studies program at the advanced level to match the Comparative Law and the Air and Space Law institutes. We're able now to look forward to advanced work in the civil law.

Research and scientific activity in the civil law has been lagging for some time, but now it will probably leap forward because of the interest of a lot of bright people in Quebec's law schools. Within the next 15 years, there may be more writing in the Quebec civil law, and the civil law generally, than in the previous 100 years.

Secondly, we have introduced French language options in our first and second year in core courses, so that now the same core course can be taken either in French or English. It's an experiment of considerable importance. It had been hoped that a majority of English students would rush to the French course and that the majority of French students would take the English course. Unfortunately, it's not yet happening. The English students take the course in the language in which they are the most comfortable. French students, having to take all their other courses in English, insure their security by taking the core courses in French.

The opportunity is not being seized in quite the way we had hoped. But we believe that over the years it will be seized. In any case, it's perfectly good to have this dualism, because after all, these are the working languages of the Province, the working languages of the courts, of the writers and scholars. And the dialogue between the people who teach the course in French and the course in English is going to be an interesting one.

One third of the first year class is French speaking. As a matter of fact, the political life of the Law Undergraduate Society is now heavily French speaking in terms of those who occupy the offices. But there's always been a superb rapport here. There has never been a problem. The French speaking boys will tell you that by the time they've been here two weeks they're completely at home.

We're a law school that has the closest ties to the profession. One of the most important experiments is that we have this charming Moot court room where real cases from downtown are tried, brought up here so that the students can sit in a room with the documents on their knees and watch the whole proceedings, and have them explained to them by the judges and lawyers concerned, as if they were in a surgery. The Labour Relations Board may be down. It will be equivalent to one of the civil trials. We may get some of the other Boards down. In this way the whole adversary process, which is central to our legal system, will be demonstrated in real, not mock, but real activity.

We have other professional links. We have a strong legal aid program, which will be increased. Our second and third year students volunteer for legal aid and get, under supervision of lawyers, to interview clients without funds who are receiving legal aid from the Montreal Bar. My colleagues are deeply involved with the Quebec Bar, with the Canadian Bar Association committees. We're both academically and professionally involved, and that's what you have to be. You have to have a law school, like a medical school, with a deep sense of the needs of the profession, as well as a deep sense of the scientific side.

We are not merely a law school, but we pride ourselves on having the widest possible links with the rest of the university, especially the behav-

ioral sciences. We have had joint appointments—law and economics, law and psychiatry, law and political science.

I think we'll know in five years whether we're going to be the best law school in Canada or not. We are now, in my opinion, perhaps the most interesting experiment this country has ever had in legal education.

on the impact of the CEGEPs

What will be the effect on a student who has two years of CEGEPs only and then takes his law? What happens to him as a professional? What happens to him as a human being? What happens to his professional relations to the rest of North America? How does McGill keep up its own scholarly image in the face of not being a law school with the degree as a second degree? Well, those are our problems, and we're trying to resolve them by considering the possibility of a four year course on top of CEGEPs for our law course, which makes year one, arts and law and the other three years, law. And as well, there may be a five year course which will give a double degree in arts and law, or law and science. Thus you have seven years after grade 11, just as you have today.

The CEGEPs was a concept which rescued the classical colleges and gave greater accessibility to technical training and university training to thousands otherwise deprived of it. In short it was geared to the profound social changes required for the modernization of the French community. Though it would be a great error to pretend there weren't real needs in the English community as well, the real question is, were those needs better resolved in other patterns.

If one takes the best view of CEGEPs, the student to be a kind of junior high school graduate, and then to go to a university, and then to go to a law school, is a very different pattern from the traditional one. It's an experiment of considerable importance. It had been hoped that a majority of English students would rush to the French course and that the majority of French students would take the English course. Unfortunately, it's not yet happening. The English students take the course in the language in which they are the most comfortable. French students, having to take all their other courses in English, insure their security by taking the core courses in French.

The opportunity is not being seized in quite the way we had hoped. But we believe that over the years it will be seized. In any case, it's perfectly good to have this dualism, because after all, these are the working languages of the Province, the working languages of the courts, of the writers and scholars. And the dialogue between the people who teach the course in French and the course in English is going to be an interesting one.

on bilingualism, biculturalism at McGill

English language educational status-manship in Quebec has two principal obligations. Number one is to give every encouragement to the rapid improvement of French language education. Number two is to assert the particular variants which English language institutions need to survive on their own terms.

Law stands in the very front line of the relationship between McGill and the new Quebec. We've got the old linguistic tradition, we've got the political relationship, and we've got a large French speaking component. To this extent there have been multiple levels of awareness of what it means to accommodate and adjust and see the effects of the new Quebec on McGill in our Faculty.

I think that McGill stands as a great bridge and a great stimulus to the authentic bilingualization of this province. This is what McGill said, by the way, in its brief to the B & B Commission.

McGill must provide, in my opinion, a place where the ideas of the dual culture can flourish, even though the principle language of orientation, of instruction, of scientific work is the English language. The people who teach, research, and study here must be aware of what it means to be living within the larger community of Quebec.

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COHEN, THE LAW, EDUCATION, AND QUEBEC

In a special interview Maxwell Cohen, dean of the Faculty of Law, talks candidly about developments in his faculty, the CEGEPs, biculturalism and bilingualism, and student participation in university government.

On steps towards becoming the best law school in Canada

With the introduction of the new common law program we are in a position to train what for the first time one can call truly Canadian lawyers. These will be lawyers who will be mobile and

comfortable professionally and intellectually in both of the great legal systems of the Western world—the Franco-civilian and the Anglo-Canadian, Anglo-American law systems.

It took four years of planning to get where we are. That planning involved the slow introduction of common law options and the finding of resources. We leaned very lightly upon McGill's regular funds, because we had money from the Ford Foundation to establish an Institute of Comparative Foreign Law at the graduate level, which assumed strong common law and strong civil law. Of course, these are our natural assets. They both impinge on each other right here in Quebec, and most particularly here in Montreal.

This is what so attracted the Ford Foundation—that we were a real laboratory for comparative law and the interpenetration of both systems.

In Quebec the civil law has the vitality of its own original Franco-civilian language plus a society which viewed the law, along with religion and the family, as the special reason, the defense mechanism, that would assure survival. In the face of this the role of the English language in the civil law also has been very important. The English language civil law tradition in Quebec is a very strong one, and therefore the teaching of the civil law in English was a natural thing for McGill as the English language university to do.

SCHOLARSHIP OPPORTUNITIES

NATIONAL CANCER INSTITUTE OF CANADA RESEARCH GRANTS

Grants to cover purchase, maintenance of animals, supplies, and equipment, and for research and technical assistants, (not for personal support) in the field of cancer research. Deadline is December 15. Application from:

Mr. Holmes
Research Grants Office
Dawson Hall

NATIONAL CANCER INSTITUTE OF CANADA RESEARCH STUDENTSHIPS AND RESEARCH FELLOWSHIPS

\$3,000 for 12 months — Studentships. \$3,500-8,000 for 12 months — Fellowships. Allowance for dependents. Offered to graduates in the sciences, for cancer research. Deadline is December 15. Applications from:

Mr. Holmes,
Research Grants Office
Dawson Hall

THE BRITISH COUNCIL COMMONWEALTH UNIVERSITY INTERCHANGE SCHEME TRAVEL GRANTS

£190 plus travel expenses to the United Kingdom. No living allowance. Category A — university teachers or officers on recognised study leave. Category B — Distinguished university scholars invited by universities for short visits. Category C — Postgraduate university research workers holding research grants. Deadlines are December 31st for Categories A and B, and March 31st for Category C. Applications and information from:

Mr. Holmes,
Research Grants Office
Dawson Hall

INTERNATIONAL CYBERNETICS CONGRESS COMMITTEE — CALL FOR PAPERS

Experts in the field of Cybernetics are invited to submit papers for the international Congress on Cybernetics to be held in London from 1 to 5 September 1969. Papers will be published in book form. Summary deadline (200 words) is December 31. Manuscript deadline is August 15. Send to: Dr. J. Rose, Principal, College of Technology and Design, Blackburn, BB2 1LH, Lancs., England.

CANADIAN CONSUMER LOAN ASSOCIATION & FEDERATED COUNCIL OF SALES FINANCE COMPANY — GRANTS IN AID OF RESEARCH

Maximum grants of \$1,000 to faculty members, \$750 to doctoral students, and \$500 to Master's students will be awarded for research in fields affecting consumer credit in Canada. Deadlines are October 26, January 1, and April 1. Applications from:

Mr. Holmes,
Research Grants Office,
Dawson Hall

JANUARY DEADLINE:

INTERNATIONAL NICKEL CO. LTD. FELLOWSHIP

\$3,800 plus \$700 to department. For studies in the sciences which, pertain to chemistry of metals, minerals, or geology, proceeding to the Master's or Ph.D. degrees. Deadline January 15. Information and applications from the Registrar.

STANFORD UNIVERSITY GRADUATE FELLOWSHIPS & SCHOLARSHIPS

Up to \$4,500 each in all fields of study, for work toward Ph.D. Deadline is January 15. Apply to:

Office of Graduate Admissions
Stanford University
Stanford, California 94305
U.S.A.

PETERHOUSE CAMBRIDGE RESEARCH FELLOWSHIPS

£800 per year, plus £300 per year marriage allowance, plus £50 per year child allowance. For graduate research in an approved field. Deadline is January 15. Applications from:

Mr. Holmes
Research Grants Office
Dawson Hall

HARVARD UNIVERSITY SCHOLARSHIPS AND NON-TEACHING FELLOWSHIPS

Grants in keeping with academic excellence and financial need for students in the Graduate School of Arts and Sciences. Deadline is January 20. Apply to:

Harvard University
Graduate School of Arts & Sciences
Boston, Massachusetts
U.S.A.

HARVARD UNIVERSITY PRIZE FELLOWSHIPS

\$2,000 plus tuition, first year. Renewable for 5 years with increase available each year. For work toward the Ph.D. in humanities or the social sciences. Deadline is January 20. Apply to:

Harvard University
Graduate School of Arts and Sciences

FEBRUARY DEADLINE:

UNIVERSITY OF SOUTHERN CALIFORNIA GRADUATE SCHOOL FELLOWSHIPS & ASSISTANTSHIPS

\$1,800-3,000 per year plus tuition. Master's candidates in fields under the jurisdiction of the Graduate School. Deadline is February 1. Apply to: The Registrar or:

Fellowships Division
The Graduate School
University of Southern California
Los Angeles, California, 90007
U.S.A.

IMPERIAL OIL GRADUATE RESEARCH FELLOWSHIPS

\$3,000 per year to doctoral candidate in the pure and applied sciences, social sciences, and humanities. Deadline is February 1. Applications from Registrar.

CANADIAN FEDERATION OF UNIVERSITY WOMEN JUNIOR FELLOWSHIP

\$2,500 to a Canadian woman for work towards the Master's degree, in any area of study. Deadline is February 1. Apply to:

Miss Gladys R. Munnings
4 Deer Park Crescent, Apt. 4E
Toronto 7, Ontario

CANADIAN FEDERATION OF UNIVERSITY WOMEN PROFESSIONAL FELLOWSHIP

\$2,500 to a Canadian woman for graduate study in a library school, college of education or other professional school. Deadline is February 1. Apply to:

Miss Gladys R. Munnings
4 Deer Park Crescent, Apt. 4E
Toronto 7, Ontario

TRINITY COLLEGE IN THE UNIVERSITY OF TORONTO — AWARDS FOR GRADUATE STUDY

6 Fellowships to men or women in the Graduate School of the University of Toronto. Provide residence and board, plus membership in the Senior Common Room. May be held in conjunction with cash awards of teaching assistantships. Deadline is February 1. Apply to:

The Registrar
Trinity College
Toronto 5, Ontario

MARCH, APRIL, JUNE DEADLINE:

ROYAL COMMISSION FOR THE EXHIBITION OF 1851 RESEARCH SCHOLARSHIPS

£1,000 per year for post graduate study in the physical and biological sciences, pure and applied. Deadline March 21. Apply to:

Royal Commission for the Exhibition of 1851
1 Lowther Gardens
London S.W. 7

INSTITUTION OF MINING AND METALLURGY — EDGAR PAM FELLOWSHIP

£600 Sterling to graduates who wish to undertake advanced study or research in U.K. into any aspect of the science or practice of mining or related subjects. Deadline is March 31, 1969. Apply to:

The Secretary
Institution of Mining and Metallurgy
44 Portland Place
London W. 1

RE-SEARCH GRANTS

Full details about these grants may be obtained from the Research Grants Officer, Mr. G. A. Holmes, in Dawson Hall.

NATIONAL CANCER INSTITUTE OF CANADA

Operating, major equipment, and travel grants. Will be awarded to projects deemed worthy of support, provided that the basic equipment and research facilities are available in the institution concerned, and that it will provide the necessary administrative services. Does not provide for personal support of the grantee.

Publication grants. To cover the costs of publication of reports on research supported by the National Cancer Institute. Deadline — December 15.

SENIOR FELLOWSHIP/RESEARCH FELLOWSHIP: EDUCATION RESEARCH UNIT, AUSTRALIAN NATIONAL UNIVERSITY.

\$A8,760 — 10,274 for Senior Fellow. \$A5,400 — 7,250 for Research Fellow. Travel expenses and assistance with housing. Studies of the effects of education, and education as a social institution. Deadline — December 6, 1968. Apply to: C. G. Plowman, Academic Registrar, Box 4, P. O. Canberra, ACT 2600.

DEPARTMENT OF ENERGY, MINES AND RESOURCES

Water resources and pollution research grants-in-aid. Deadline—December 31.

DEPARTMENT OF TRANSPORT

Operating grants. Deadline—December 31.

FISHERIES RESEARCH BOARD OF CANADA

Operating grants for fisheries research. Negotiated development grants to establish new research or to expand existing programs. Deadline — January 1.

THE NATIONAL FOUNDATION

Operating grants for research on diseases that are genetically determined or result from disturbances of embryonic development or research along relevant lines. Deadline — January 1.

NATIONAL SANATORIUM ASSOCIATION

Operating grants. Deadline—January 1.

NUFFIELD FOUNDATION

Travel grants for periods extending from 2 to 12 months. Deadline — January 1.

U.S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE

Operating grants. The U.S. Public Health Service requires that clinical investigation projects for which funds are sought be reviewed concerning their acceptability on ethical grounds. Deadline is January 1, for renewals, February 1 for new grants or supplemental grants.

UNITED CEREBRAL PALSY RESEARCH & EDUCATIONAL FOUNDATION

Operating grants. Deadline is January 15.

QUEBEC MEDICAL RESEARCH COUNCIL

Operating grants. Deadline is February 1.

CANADA DEPARTMENT OF AGRICULTURE

Operating grants designed to assist in the improvement of graduate education, to promote an optimum balance of research between governmental and university agencies in relation to the problems of the agricultural industry, and augment the supply of trained research scientists. Deadline is February 15.

DEPARTMENT OF ENERGY, MINES, AND RESOURCES

Operating grants for mining engineering and mineral processing. Deadline is March 1.

THE PETROLEUM RESEARCH FUND, AMERICAN CHEMICAL SOCIETY

Operating grants for fundamental research in the petroleum field. Deadlines — December 1, and March 1.

MAUT NEWS

On December 3rd, 1968 the council of the McGill Association of University Teachers adopted the following resolution: —

It has always been the purpose of MAUT to work towards excellence and academic freedom at McGill University. In the pursuit of these two goals MAUT has always considered it its special responsibility to be the spokesman for the professional interests of its members.

In the light of this, the council, on instructions from its general meeting, has appointed a committee to study and report on the changing role of students in university government insofar as this involves the professional interests of our members.

In the meantime, the council wishes:

1. to request Senate, faculties and departments not to enter into any agreements which may modify existing contractual arrangements between the university and individual members of the teaching staff until MAUT has reached a decision on this matter;

2. to point out that MAUT does not and will not consider itself bound by any arrangements made without its consent.

NOTICE OF MEETINGS

DECEMBER 9-20

MONDAY 9: Board of Governors Executive Committee: 12 noon, Faculty Club.

TUESDAY 10: Deans: 12:15 p.m., Principal's Office. M.A.U.T. Executive: 12:30 p.m., Faculty Club.

Committee on Research (Graduate Faculty): 2:30 p.m., Grad. Conf. Room. Engineering Faculty: 4 p.m., Engineering Faculty Room.

WEDNESDAY 11: Physical Sciences, Div. IV: 4:10 p.m., Room 102, Physics Bldg.

THURSDAY 12: Senate Committee on Development: 2:30 p.m., Rm 609, Admin. Bldg.

MONDAY 16: Faculty of Arts & Science Council: 3:30 p.m., Arts Council Room.

Board of Governors: 4 p.m., Room 609, Administration Bldg.

TUESDAY 17: Deans: 12:15 p.m., Principal's Office. M.A.U.T. Executive: 12:30 p.m., Faculty Club.

Humanities, Div. I, Executive Committee: 3:30 p.m., Arts Council Rm. Engineering Academic Committee: 2 p.m., Engineering Faculty Room.

WEDNESDAY 18: Senate: 3:10 p.m., Room 609, Administration Bldg.

THURSDAY 19: Senate Academic Policy Committee: 2:30 p.m., Room 609, Administration Bldg.

Biological Sciences, Div. III: 4:10 p.m., Rm 316, Stewart Biology Bldg.

FRIDAY 20: Last day of Lectures

EMPLOYMENT OPPORTUNITIES

MEDICAL SECRETARY: Pathology Department. Must have medical terminology, 3-4 years' secretarial experience. Excellent typing. Shorthand an asset.

TEMPORARY MEDICAL TYPIST: A fast, accurate typist with medical terminology is required immediately for a two-month assignment in the Pathology Department.

BILINGUAL RECEPTIONIST: Young, bright girl with good, fast typing required for a busy administrative office. Must be well-groomed and able to deal diplomatically with staff.

BILINGUAL STENO: A candidate with English shorthand, typing in both languages and one to two years' experience is required for an interesting position with variety in a busy department.

DICTA-TYPISTS: Candidates must have fast, accurate typing (60 w.p.m. minimum). Various positions available.

SECRETARY: Immediate opening as Secretary to an Associate Dean. Must have excellent skills. Ability to deal tactfully with students and faculty is essential.

APPLY: PERSONNEL DEPARTMENT, PHONE 392-5363

COHEN

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And if this doesn't happen, if the intellectuals at McGill don't have the degree of initiative which makes them feel they can share in the total community, where the hell will it happen?

The French community, except for a few sensitive and aware persons, lives on the continuing mythology of McGill as St. James St. and all that outdated nonsense. But then, how in hell can the French speaking community think any differently when some of our own people get up in public and spit on the French Canada Studies Programme. The Director goes and tells a student audience that the French Canada Studies Programme is merely "a token to the natives," when everybody who had a hand in its establishment and continues to wish it well thinks of it in far different terms, far different.

He did that in my presence and I lost my cool. Let him resign. If he thinks so little of it, let him give it to someone else, someone who can make something better of it. McGill's will is there. That's the point. The will is there. If he hasn't been able to make something out of it, let somebody else try. The goodwill is there. The desire is there. Therefore, stop the false accusations—the resources can be increased, depending on the quality of the programs offered.

If a man can convince me that he can do better work in Chinese studies, because we've got more brains and more originality, than we can in a French Canada studies program, then there's something wrong. You can artificially feed a second-rate show, but why should it be second rate? And why should the director of that show admit to it being second rate after it has been in existence six or seven years, when it's so crucial?

I think that the two solitudes is breaking down with great rapidity. It would have been impossible ten years ago to talk about joint appointments between the University of Montreal and McGill. We talk about them all the time now. The rapport between the four law schools, and between the four deans, has never been better. The dean of the Laval law school commutes every week to McGill to give a course. We work jointly on several projects. All the post-graduate research facilities of the faculty are available to all the post-graduates of the U. of M. law faculty. We are now planning common allocation of certain resources. For example, take the law computer program.

However, some of the myths that continue are shocking. The myth that McGill has a great source of private funds it doesn't reveal, for example. This continues to be believed by serious people in many parts of the French language community. Of course, this is nonsense. The books are open, McGill has made public all of its holdings. It's no secret what they are. And the point is that they are taken into account in the annual negotiations with Quebec and are deducted.

These mythologies persist, but nevertheless, I think there's a great fund of goodwill, and I think there's a great fund of growing understanding, and if we can somehow or other get over the next few years in which French Canadian nationalism on its positive side finds a real place in the sun, if jobs

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Authorized as second class mail by the Post Office Department, Ottawa, and for payment of postage in cash. Published weekly by the Information Office of McGill University, 805 Sherbrooke Street West, Montreal 2, Quebec, and distributed free of charge to faculty, students, staff and friends of the University.

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are obtained at all levels by the new generation of French speaking, able Canadians, in accountancy, law, engineering, finance, if true bilingualization goes on in the rest of Canada, if all this takes place, I think this country will be a fascinating dual culture in 25 to 50 years. But it needs statesmanship to give us that time.

on the Tripartite Commission

I think the Tripartite Commission has been a very useful exercise in a number of ways. On the narrowest level, it was a defuser of what could have been a very nasty situation, if the momentum of November last had been allowed to continue without some formal forum for dialogue having been provided. It would be sheer hypocrisy to deny that one of the essential reasons for the Tripartite was to try and defuse. And I mean by "defuse" as to find a way to carry on a dialogue with reduced tension.

All of the briefs, the minutes of the meetings, if read carefully, show that practically all the ground was covered that could be covered. Unfortunately, after asking all the questions, it was surprising how little the Tripartite discussions offer in the form of answers. It is utterly meaningless to talk about a total restructuring of the university. It took 800 years to develop the modern western liberal university with freedom of inquiry, total inquiry. The liberal open-ended university has gone as far as to maximize opportunities

for intellectual variation and dissent with respect to the general environment as you could possibly want to go. To me, the desperate weakness of the "critical" Marcusean approach in the Tripartite Commission was its intolerance for the values that already have been achieved and which took 800 years to achieve.

Why, for God's sake, do we take our autonomy for granted? We're not worrying about the new inroads which government financing may place upon us. We never demand "autonomy" except from the industrial complex, which the Board of Governors is supposed to represent. Certainly at McGill, it is astonishing that with a Board of Governors coming from so generally conservative a milieu, it is almost impossible to point in the past generation that I've been here to a single instance of intervention by them in scholarly pursuits.

on student activism

The attempt of the New Left to apply the U.S. dialogue to the Canadian campus often is irrelevant to our problems and only marginally related to the U.S. dialogue on the Canadian campus is irrelevant to our problems and only marginally related to the facts of life here. I'm talking about our business. I'm not talking about anybody else's business. I am concerned as an academic and a human being with freedom and life at Columbia or Berkeley or Chicago. I'm very much concerned. But when we're talking about management and experience, I don't want a straw man called the U.S. situation to be knocked about at McGill. Not at McGill. Here's the place where you're living your life; here's where the problems are; here's where you're making the noise; that's where the student unrest is. Give me a rationale for your unrest on this campus. That's what I want. What's the rationale here, not the rationale somewhere else. Don't use footnotes on Berkeley to underwrite either rational or irrational behaviour at McGill. I want footnotes from McGill. Then we're on common ground.

If the life of the mind means anything at all, it means intellectual integrity. And if intellectual integrity means anything at all, it means respect for facts. Now what are the facts? People say this is a racist campus. Yes, it is true that people were refused into the Faculty of Medicine and possibly other departments on grounds of race, creed, or color at one time. This cannot be denied. Is it a fact in the past 15 years? Not at all.

Marcuse is now denying his children. Marcuse is now saying, (look at the New York Times interview of four weeks ago,) he never meant his recommendations to include the de-

struction of the modern university and its freedom of enquiry. He never meant that. So Marcuse and Paul Goodman both have rejected the consequences of their work where it touches the life of the university. They said go ahead and have your fun, go ahead and use your critical university test as a way of testing what you want. But don't destroy the university and its freedom of inquiry as we know it.

Where will you get as much freedom to enquire and to ask dirty questions as we can at most of the North American, most of the English, Danish, Swedish universities, where these things can and do take place, day in and day out. Of course, people on this campus for years, my former colleague Frank Scott has held a strong positive creative socialist position for a generation. Michael Oliver was a practicing socialist at the time he was made vice-principal of this university. Mike Oliver: *A working socialist!* Made vice-principal of McGill! I mean, surely, that's an absolute tribute to the environment. And Mike Oliver's commitments are still his commitments, and he's vice-principal of this great university. I mean, what are you going to do about these facts? What interpretation do you place on them?

All right, go ahead and prove that such men have been bought and have sold themselves out to the establishment, by acts, not by vicious adolescent generalizations. What particular act of Michael Oliver, or Cohen, justifies these accusations? Who is responsible for the major restructuring of the university government at McGill in the past 20 months, so that it has the most liberal charter now in North America? Who were the principal movers in the design? Who were they?

Mike Oliver is on Senate and moved the adoption of these very important amendments to the statutes and I seconded them. I mean, where does the BIG LIE go. How far will the campus tolerate the use of the BIG LIE, without asking the honest question, what are the facts? what are the facts? The main decision for student participation came before November,

1967, before the troubles. Because all you have to do is look at the date of the first draft on the Duff, Berdahl Report, which came out in July and August, five months before our troubles and see that there we recommended students membership on the Senate. There it is. And if you look at the language, for which I had some responsibility, the discussion of student unrest, of student alienation, of the whole business of what causes it and how does one meet it in a creative way, as valid a statement today as then. And it was written much before, much before. Now what is the meaning of that?

Of the very people who are being accused of having sold out, ask what they've been doing in the past 5 years. My record on working for the democratization of McGill didn't end with the McGill Staff Association report in 1959, or with the second report in 1964. The real problems of the relationships of student to government, student to staff, student to administration is how to find a role that is intellectually, technically, temporally related to their time, their experience, and the contribution students can really make. One won't find that without some experience. And also, how to make the student realize that if the time comes when he gets as much participation as he's now going to get at McGill, then his perspective must change from being an advocate of a position to being part of the whole university system. In other words, when does he realize he's now part of the establishment? Once you're on the Senate, you've joined the establishment. That's the great psychological change that must take place, both on the part of teacher-activists and of student activists, that once you join the Senate, you've joined a corporate entity for which you have a joint responsibility. It must feed back into everything else you do. It makes no sense to have the student university newspaper become the official organ of the opposition against the university, when its own masters, the Students Council, are part of the establishment. Makes no sense at all. And that doesn't mean that the organ shouldn't be an organ of criticism—but not an organ to destroy the image of the body of which now the student Council is actively participating in. So I say, there will be more and deeper involvement by the students of the university, the precise nature of which only the years can tell, because they are now part of the establishment. That's hard to take. They're now part of the elite. Its hard to them to take that notion. But that's what happens when you join it. The moment students really wanted to share university government, that was the moment they gave up the right to be the official opposition. They've become part of the establishment, or the so-called establishment.

THE SECRET LIFE OF JAN WERYHO

by Juan Rodriguez

I was, of course, approaching my assignment blind. I was not previously aware of the existence of one Jan W. Weryho, that he is the Library specialist in Persian at the Institute of Islamic Studies, or that such an Institute was thriving at McGill — high atop the Leacock Building, no less!

I was also told, in addition to the above snippets of information, that Jan Weryho had been involved in "demonstrations" and that he maintains interesting political philosophies.

Armed with this cursory knowledge, I made mental pictures even before meeting the fellow. Yes! Jan Weryho, the Revolutionary, an over-sized flag (red?) hoisted over his shoulder, leading the revolution... a crusade... at first alone, then slowly but surely, he is the commander of a legion, POINTING THE WAY!! changing the society, helping others to See The Light. Yes, it was a good fantasy, it would have provided a fine angle for this article — but, alas... it was merely a fantasy.

"You do not know who I am?" Jan Weryho peers out from the thick black frame of his eyeglasses. He looks as if he has just been hatched from the pages of a long-forgotten book.

Actually, Jan Weryho is a kind of revolutionary infiltrator of sorts. He proudly informed me that he was the only member of either Administration or Faculty to protest with students inside the Principal's office in last year's epic Daily "crisis." He was reprimanded for this activity, and he was placed on probation like the students with whom he demonstrated, but he would do it all over again if the need arose.

"There were three reasons for my solidarity with the rest of the students," Mr. Weryho speaks slowly, a thick Polish-British accent adorning his words. He speaks calmly, not getting terribly excited about anything, but displaying conviction and quiet confidence in every breath. "First, I regard censorship as wrong. Freedom of speech should be unlimited, and no government or university has the right to decide what people should or should not read. Secondly, although I didn't like the famous Daily article myself, I thought that everyone had the right to read it if they wished to. Thirdly, I thought that threatening to expel the three students was a cruel form of punishment because it would affect their capacity for study, possibly even causing them to fail their exams. Such action might be responsible for irreparable damage to their entire careers." Jan Weryho smiled and added parenthetically, as if to make his argument grip-tight. "I was not protesting against the university for having failed to do something. I was protesting something I felt they

were wrong in doing. If Stan Gray became President of a Marxist university, and if he took action against the Daily for publishing an anti-Marxist article, I would protest that, too."

Mr. Weryho is an Anarchist and highly committed to his beliefs. However, he is most concerned that his definition of an anarchist be made clear. "There are two common misconceptions about the anarchist. The first is that he is a *bomb carrying terrorist* and the second is that he stands for complete individualism and egoism. What I believe is that a thing which is legal is not necessarily morally right, and conversely, something which is illegal is not necessarily morally wrong. I do not believe in the institutionalizing of government and I believe that violence should be avoided and only used when all other means have failed. Really, to fully comprehend the position of the anarchist you should read my letter which appeared in the November 11 issue of the *Reporter* entitled *Power and Authority: An Anarchist View*."

Mr. Weryho was born in Poland, and lived through the last war in that country. He and his mother then moved to London, England, after the war, because they did not particularly relish the thought of the impending Stalinist regime. Mr. Weryho became interested in the Islamic culture almost out of necessity. He felt estranged from his native Poland, and he did not feel comfortable with the British way of life, so he fostered an interest in a culture thoroughly removed from his own — Islam. He attended Oxford, and from 1955-57 he studied at the university of Tehran, Iran, specializing in the Persian dialect, and in 1957-58 studied the last-Persia dialect Sistan. He moved to Canada in 1960, and he has been working at the Institute of Islamic Studies for the past six years. Mr. Weryho got married this May — to an Iraqi girl.

Since Mr. Weryho is in charge of cataloging books in Persian, Turkish, all European languages, and the Muslim languages of Soviet Central Asia, for the Institute, that must also make him a sort of... Administrator!

I interviewed him on the day after the American election, described by Mr. Weryho as "a complete farce."

"I am surprised," he said dryly, "that so many people still think that America is really a democracy."

Jan Weryho, the Administrator, is an unlikely looking revolutionary. He is small, almost frail-looking. His eyes appeared as if they were located some unfathomable distance behind his lenses. There was nothing extraordinary about his appearance — even his mustache was inconspicuous. He was anonymously resplendent in various pale green shades of shirt, tie, and jacket, and pale beige trousers. The only thing out-of-the-ordinary about Mr. Weryho was his pair of shoes — bright blue sneakers with white laces.

His small office on the ninth floor of

the Leacock Building is also far from the barricades. Except for two small human stickers — GET OUT!

VIETNAM and MAKE LOVE, the walls of his office are lined with books... Arabic books, Persian books, books on Asia, the middle-East, books imprinted with weird, strange, alien *hieroglyphics* — the Islamic alphabet. For all I knew, his office could have housed the Minister of Information for some small Islamic state.

Mr. Weryho, by the way, speaks Polish, Russian, English, French, and Persian fluently. In addition he has a reading knowledge of most Slavonic languages.

Since Mr. Weryho has a reputation for being rather outspoken, I wished to explore some of the opinions he had formed on certain of the vast political issues of the day.

What, for example, were Mr. Weryho's feelings on the ever-continuing middle-East crisis?

"For me, it's a very personal question," he said with a slight smile and twinkle of the eyes. "It's delicate because of the place where I work, and because my wife is an Arab from Iraq."

"But, I do think that most Westerners underestimate the Arabs' sense of loss of a strip of land that they believe belongs to them. People are not aware, or are not concerned, of the fact that two million people were driven out of their land."

"Westerners can also identify with the Jews because they are white, because of the Bible, because they now feel guilty about kicking the Jews around throughout history. What people know is that the Jews have suffered, and they feel guilty about it, and it was out of this feeling that Palestine was handed over to the Israelis in 1948. Meanwhile, Westerners look down on the Arabs, they are *not* white, they are Muslims, to them they are sort of... barbarians."

"People do not realize that the Arabs have a few things in common with the Judeo-Christian tradition. For instance, the Islamic religion recognizes Christ as a prophet. It only denies his divinity. Also, about one third of the Palestinian Arab refugees are Christians."

When I asked him whether he thought the conflict could be resolved peacefully, Jan Weryho shrugged his shoulders sadly, and said, "Your guess is as good as mine."

"My view is not acceptable to Israel, or to the Arab leaders in Cairo or Damascus. The only just solution will have to accommodate both sides. The Jews who were born in Palestine have the right to live in the middle-East because they have nowhere else to go. But surely, if the Jews have the right to return because they were there 2000 years ago, the Arabs have the right to return to Palestine when they were there only 20 years ago. There should be room for them, too. And, eventually, Israel is going to have to become more

continued page 6, column 3

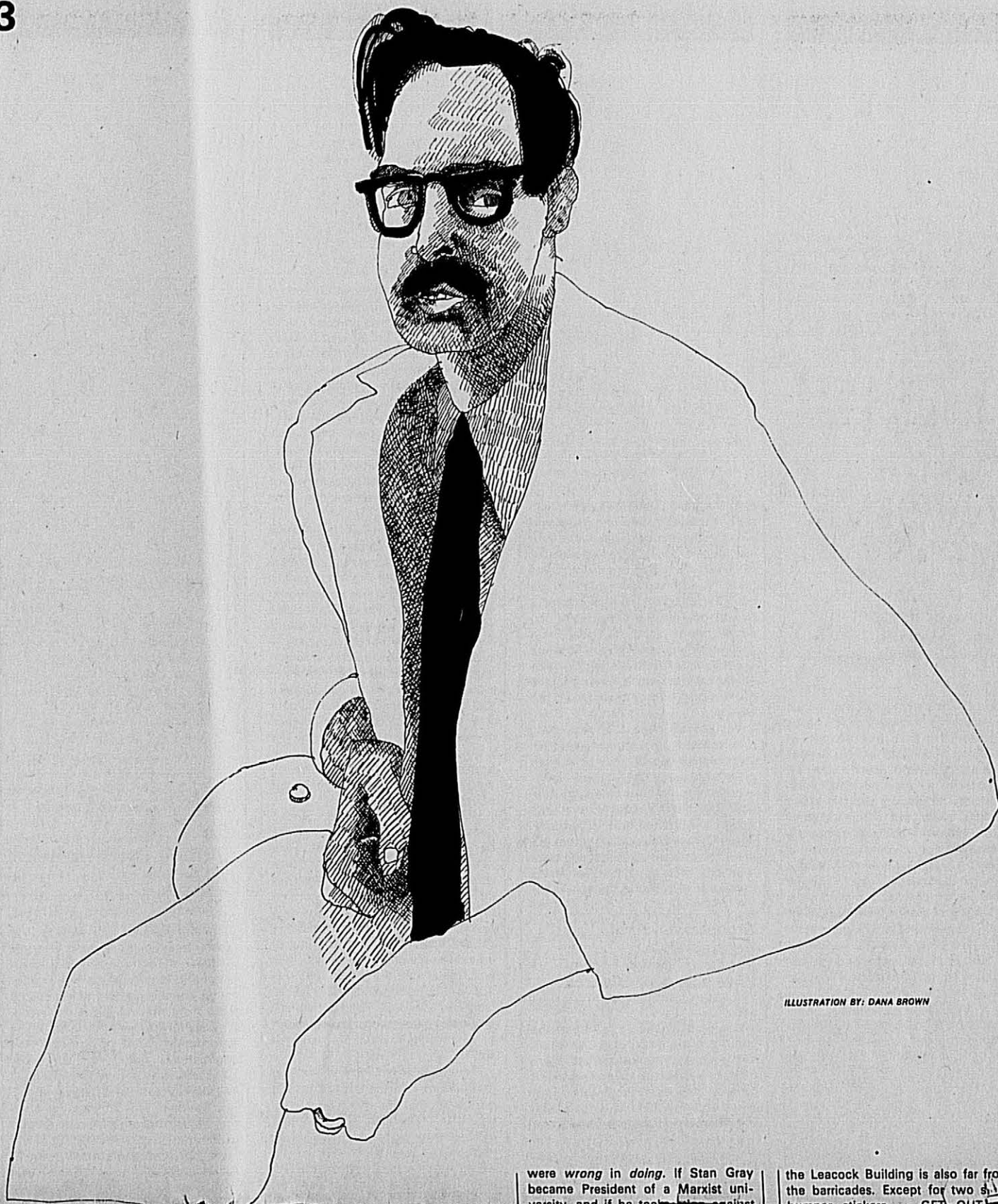


ILLUSTRATION BY: DANA BROWN

SCHOLARSHIP OPPORTUNITIES

NATIONAL CANCER INSTITUTE OF CANADA RESEARCH GRANTS

Grants to cover purchase, maintenance of animals, supplies, and equipment, and for research and technical assistants. (not for personal support) in the field of cancer research. Deadline is December 15. Application from:

Mr. Holmes
Research Grants Office
Dawson Hall

NATIONAL CANCER INSTITUTE OF CANADA RESEARCH STUDENTSHIPS AND RESEARCH FELLOWSHIPS

\$3,000 for 12 months — Studentships. \$3,500-8,000 for 12 months — Fellowships. Allowance for dependents. Offered to graduates in the sciences, for cancer research. Deadline is December 15. Applications from:

Mr. Holmes,
Research Grants Office
Dawson Hall

THE BRITISH COUNCIL COMMONWEALTH UNIVERSITY INTERCHANGE SCHEME TRAVEL GRANTS

£190 plus travel expenses to the United Kingdom. No living allowance. Category A — university teachers or officers on recognised study leave.

Category B — Distinguished university scholars invited by universities for short visits.

Category C — Postgraduate university research workers holding research grants. Deadlines are December 31st for Categories A and B, and March 31st for Category C. Applications and information from:

Mr. Holmes,
Research Grants Office
Dawson Hall

INTERNATIONAL CYBERNETICS CONGRESS COMMITTEE — CALL FOR PAPERS

Experts in the field of Cybernetics are invited to submit papers for the International Congress on Cybernetics to be held in London from 1 to 5 September 1969. Papers will be published in book form. Summary deadline (200 words) is December 31. Manuscript deadline is August 15. Send to: Dr. J. Rose, Principal, College of Technology and Design, Blackburn, BB2 1LH, Lancs., England.

CANADIAN CONSUMER LOAN ASSOCIATION & FEDERATED COUNCIL OF SALES FINANCE COMPANY — GRANTS IN AID OF RESEARCH

Maximum grants of \$1,000 to faculty members, \$750 to doctoral students, and \$500 to Master's students will be awarded for research in fields affecting consumer credit in Canada. Deadlines are October 26, January 1, and April 1. Applications from:

Mr. Holmes,
Research Grants Office,
Dawson Hall

JANUARY DEADLINE:

INTERNATIONAL NICKEL CO. LTD. FELLOWSHIP

\$3,800 plus \$700 to department. For studies in the sciences which, pertain to chemistry of metals, minerals, or geology, proceeding to the Master's or Ph.D. degrees. Deadline January 15. Information and applications from the Registrar.

STANFORD UNIVERSITY GRADUATE FELLOWSHIPS & SCHOLARSHIPS

Up to \$4,500 each in all fields of study, for work toward Ph.D. Deadline is January 15. Apply to:

Office of Graduate Admissions
Stanford University
Stanford, California 94305
U.S.A.

PETERHOUSE CAMBRIDGE RESEARCH FELLOWSHIPS

£800 per year, plus £300 per year marriage allowance, plus £50 per year child allowance. For graduate research in an approved field. Deadline is January 15. Applications from:

Mr. Holmes
Research Grants Office
Dawson Hall

HARVARD UNIVERSITY SCHOLARSHIPS AND NON-TEACHING FELLOWSHIPS

Grants in keeping with academic excellence and financial need for students in the Graduate School of Arts and Sciences. Deadline is January 20. Apply to:

Harvard University
Graduate School of Arts & Sciences
Boston, Massachusetts
U.S.A.

HARVARD UNIVERSITY PRIZE FELLOWSHIPS

\$2,000 plus tuition, first year. Renewable for 5 years with increase available each year. For work toward the Ph.D. in humanities or the social sciences. Deadline is January 20. Apply to:

Harvard University
Graduate School of Arts and Sciences

FEBRUARY DEADLINE:

UNIVERSITY OF SOUTHERN CALIFORNIA GRADUATE SCHOOL FELLOWSHIPS & ASSISTANTSHIPS

\$1,800-3,000 per year plus tuition. Master's candidates in fields under the jurisdiction of the Graduate School. Deadline is February 1. Apply to: The Registrar or:

Fellowships Division
The Graduate School
University of Southern California
Los Angeles, California, 90007
U.S.A.

IMPERIAL OIL GRADUATE RESEARCH FELLOWSHIPS

\$3,000 per year to doctoral candidate in the pure and applied sciences, social sciences and humanities. Deadline is February 1. Applications from Registrar.

CANADIAN FEDERATION OF UNIVERSITY WOMEN JUNIOR FELLOWSHIP

\$2,500 to a Canadian woman for work towards the Master's degree, in any area of study. Deadline is February 1. Apply to:

Miss Gladys R. Munnings
4 Deer Park Crescent, Apt. 4E
Toronto 7, Ontario

CANADIAN FEDERATION OF UNIVERSITY WOMEN PROFESSIONAL FELLOWSHIP

\$2,500 to a Canadian woman for graduate study in a library school, college of education or other professional school. Deadline is February 1. Apply to:

Miss Gladys R. Munnings
4 Deer Park Crescent, Apt. 4E
Toronto 7, Ontario

TRINITY COLLEGE IN THE UNIVERSITY OF TORONTO — AWARDS FOR GRADUATE STUDY

6 Fellowships to men or women in the Graduate School of the University of Toronto. Provide residence and board, plus membership in the Senior Common Room. May be held in conjunction with cash awards of teaching assistantships. Deadline is February 1. Apply to:

The Registrar
Trinity College
Toronto 5, Ontario

MARCH, APRIL, JUNE DEADLINE:

ROYAL COMMISSION FOR THE EXHIBITION OF 1851 RESEARCH SCHOLARSHIPS

£1,000 per year for post graduate study in the physical and biological sciences, pure and applied. Deadline March 21. Apply to:

Royal Commission for the Exhibition of 1851
1 Lowther Gardens
London S.W. 7

INSTITUTION OF MINING AND METALLURGY — EDGAR PAM FELLOWSHIP

£600 Sterling to graduates who wish to undertake advanced study or research in U.K. into any aspect of the science or practice of mining or related subjects. Deadline is March 31, 1969. Apply to:

The Secretary
Institution of Mining and Metallurgy
44 Portland Place
London W. 1

RE-SEARCH GRANTS

Full details about these grants may be obtained from the Research Grants Officer, Mr. G. A. Holmes, in Dawson Hall.

NATIONAL CANCER INSTITUTE OF CANADA

Operating, major equipment, and travel grants. Will be awarded to projects deemed worthy of support, provided that the basic equipment and research facilities are available in the institution concerned, and that it will provide the necessary administrative services. Does not provide for personal support of the grantee.

Publication grants. To cover the costs of publication of reports on research supported by the National Cancer Institute. Deadline — December 15.

SENIOR FELLOWSHIP/RESEARCH FELLOWSHIP: EDUCATION RESEARCH UNIT, AUSTRALIAN NATIONAL UNIVERSITY.

\$A8,750 — 10,274 for Senior Fellow. \$A5,400 — 7,250 for Research Fellow. Travel expenses and assistance with housing. Studies of the effects of education, and education as a social institution. Deadline — December 6, 1968. Apply to: C. G. Plowman, Academic Registrar, Box 4, P. O. Canberra, ACT 2600.

DEPARTMENT OF ENERGY, MINES AND RESOURCES

Water resources and pollution research grants-in-aid. Deadline—December 31.

DEPARTMENT OF TRANSPORT

Operating grants. Deadline—December 31.

FISHERIES RESEARCH BOARD OF CANADA

Operating grants for fisheries research. Negotiated development grants to establish new research or to expand existing programs. Deadline — January 1.

THE NATIONAL FOUNDATION

Operating grants for research on diseases that are genetically determined or result from disturbances of embryonic development or research along relevant lines. Deadline — January 1.

NATIONAL SANATORIUM ASSOCIATION

Operating grants. Deadline—January 1.

NUFFIELD FOUNDATION

Travel grants for periods extending from 2 to 12 months. Deadline — January 1.

U.S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE

Operating grants. The U.S. Public Health Service requires that clinical investigation projects for which funds are sought be reviewed concerning their acceptability on ethical grounds. Deadline is January 1, for renewals, February 1 for new grants or supplemental grants.

UNITED CEREBRAL PALSY RESEARCH & EDUCATIONAL FOUNDATION

Operating grants. Deadline is January 15.

QUEBEC MEDICAL RESEARCH COUNCIL

Operating grants. Deadline is February 1.

CANADA DEPARTMENT OF AGRICULTURE

Operating grants designed to assist in the improvement of graduate education, to promote an optimum balance of research between governmental and university agencies in relation to the problems of the agricultural industry, and augment the supply of trained research scientists. Deadline is February 15.

DEPARTMENT OF ENERGY, MINES, AND RESOURCES

Operating grants for mining engineering and mineral processing. Deadline is March 1.

THE PETROLEUM RESEARCH FUND, AMERICAN CHEMICAL SOCIETY

Operating grants for fundamental research in the petroleum field. Deadlines — December 1, and March 1.

MAUT NEWS

On December 3rd, 1968 the council of the McGill Association of University Teachers adopted the following resolution:—

It has always been the purpose of MAUT to work towards excellence and academic freedom at McGill University. In the pursuit of these two goals MAUT has always considered it its special responsibility to be the spokesman for the professional interests of its members.

In the light of this, the council, on instructions from its general meeting, has appointed a committee to study and report on the changing role of students in university government insofar as this involves the professional interests of our members.

In the meantime, the council wishes:

1. to request Senate, faculties and departments not to enter into any agreements which may modify existing contractual arrangements between the university and individual members of the teaching staff until MAUT has reached a decision on this matter;

2. to point out that MAUT does not and will not consider itself bound by any arrangements made without its consent.

NOTICE OF MEETINGS

DECEMBER 9-20

MONDAY 9: Board of Governors Executive Committee: 12 noon, Faculty Club.

TUESDAY 10: Deans: 12:15 p.m., Principal's Office.

M.A.U.T. Executive: 12:30 p.m., Faculty Club.

Committee on Research (Graduate Faculty): 2:30 p.m., Grad. Conf. Room.

Engineering Faculty: 4 p.m., Engineering Faculty Room.

WEDNESDAY 11: Physical Sciences, Div. IV: 4:10 p.m., Room 102, Physics Bldg.

THURSDAY 12: Senate Committee on Development: 2:30 p.m., Rm 609, Admin. Bldg.

MONDAY 16: Faculty of Arts & Science Council: 3:30 p.m., Arts Council Room.

Board of Governors: 4 p.m., Room 609, Administration Bldg.

TUESDAY 17: Deans: 12:15 p.m., Principal's Office.

M.A.U.T. Executive: 12:30 p.m., Faculty Club.

Humanities, Div. I, Executive Committee: 3:30 p.m., Arts Council Rm.

Engineering Academic Committee: 2 p.m., Engineering Faculty Room.

WEDNESDAY 18: Senate: 3:10 p.m., Room 609, Administration Bldg.

THURSDAY 19: Senate Academic Policy Committee: 2:30 p.m., Room 608, Administration Bldg.

Biological Sciences, Div. III: 4:10 p.m., Rm 316, Stewart Biology Bldg.

FRIDAY 20: Last day of Lectures

EMPLOYMENT OPPORTUNITIES

MEDICAL SECRETARY: Pathology Department. Must have medical terminology, 3-4 years' secretarial experience. Excellent typing. Shorthand an asset.

TEMPORARY MEDICAL TYPIST: A fast, accurate typist with medical terminology is required immediately for a two-month assignment in the Pathology Department.

BILINGUAL RECEPTIONIST: Young, bright girl with good, fast typing required for a busy administrative office. Must be well-groomed and able to deal diplomatically with staff.

BILINGUAL STENO: A candidate with English shorthand, typing in both languages and one to two years' experience is required for an interesting position with variety in a busy department.

DICTA-TYPISTS: Candidates must have fast, accurate typing (60 w.p.m. minimum). Various positions available.

SECRETARY: Immediate opening as Secretary to an Associate Dean. Must have excellent skills. Ability to deal tactfully with students and faculty is essential.

APPLY: PERSONNEL DEPARTMENT, PHONE 392-5363

COHEN

continued from page 1

And if this doesn't happen, if the intellectuals at McGill don't have the degree of initiative which makes them feel they can share in the total community, where the hell will it happen?

The French community, except for a few sensitive and aware persons, lives on the continuing mythology of McGill as St. James St. and all that outdated nonsense. But then, how in hell can the French speaking community think any differently when some of our own people get up in public and spit on the French Canada Studies Programme. The Director goes and tells a student audience that the French Canada Studies Programme a merely "a token to the natives," when everybody who had a hand in its establishment and continues to wish it well thinks of it in far different terms, far different.

He did that in my presence and I lost my cool. Let him resign. If he thinks so little of it, let him give it to someone else, someone who can make something better of it. McGill's will is there. That's the point. The will is there. If he hasn't been able to make something out of it, let somebody else try. The goodwill is there. The desire is there. Therefore, stop the false accusations—the resources can be increased, depending on the quality of the programs offered.

If a man can convince me that he can do better work in Chinese studies, because we've got more brains and more originality, than we can in a French Canada studies program, then there's something wrong. You can artificially feed a second-rate show, but why should it be second rate? And why should the director of that show admit to it being second rate after it has been in existence six or seven years, when it's so crucial?

I think that the two solitudes is breaking down with great rapidity. It would have been impossible ten years ago to talk about joint appointments between the University of Montreal and McGill. We talk about them all the time now. The rapport between the four law schools, and between the four deans, has never been better. The dean of the Laval law school commutes every week to McGill to give a course. We work jointly on several projects. All the post-graduate research facilities at this faculty are available to all post-graduates of the U. of M. law faculty. We are now planning common allocation of certain resources. For example, take the law computer program.

However, some of the myths that continue are shocking. The myth that McGill has a great source of private funds it doesn't reveal, for example. This continues to be believed by serious people in many parts of the French language community. Of course, this is nonsense. The books are open, McGill has made public all of its holdings. It's no secret what they are. And the point is that they are taken into account in the annual negotiations with Quebec and are deducted.

These mythologies persist, but nevertheless, I think there's a great fund of goodwill, and I think there's a great fund of growing understanding, and if we can somehow or other get over the next five years in which French Canadian nationalism on its positive side finds a real place in the sun, if jobs

continued next page, column 1

THE McLENNAN LIBRARY MOVE

1. DATE OF MOVE:

The move, barring unforeseen delays, will take place over the period January 10th to January 20th with the McLennan Library opening for service on Tuesday, January 21st.

2. OUTLINE OF MOVE ARRANGEMENTS:

On Friday, January 10th at 5:00 p.m. services from the Redpath stacks, Reference Department, Interlibrary Loan, Blacker-Wood Collection, Blackader Collection, and mezzanine Reserve collection will close.

Extended loan privileges to undergraduates and graduate students for the duration of the move period will go into effect before the library closes to enable them to borrow books in anticipation of their needs. This will apply to both the stack collection and the mezzanine Reserve collection. Details will be announced later.

The move of the 600,000 volume stack collection will then commence and continue on a three shift basis, seven days a week until its completion on January 20th. Library departments will be moved at appropriate points during this period.

3. SERVICES & COLLECTIONS AVAILABLE DURING THE MOVE:

The Undergraduate Library will be open for study and the use of its collection until 5:00 p.m. Saturday, January 18th, following which it will be moved to the McLennan Library.

Undergraduate Library hours during January 10 - 21:

January 10,	8:30 a.m. — 5:00 p.m.
January 11,	9:00 a.m. — 5:00 p.m.
January 12,	2:00 p.m. — 9:00 p.m.
January 13 to 17,	8:30 a.m. — 11:00 p.m.
January 18,	9:00 a.m. — 5:00 p.m.
January 19,	Closed
January 20,	Closed
January 21,	McLennan Library open 8:30 a.m.

The Undergraduate Library collection contains a copy of each reserve book as well as a broad collection on arts and science subjects.

Stack Reserves, accessible through the Lower Undergraduate Library, will be available to students—these are mostly reserve journals, xerox copies and reserves for graduate seminars.

The 98 desks for graduate students who are writing theses together with their books will be moved into the lower Undergraduate Library so that they may continue to meet their theses deadlines.

A microfilm reader will be placed in the lower Undergraduate Library for those who may need to use it.

Redpath Hall will be open for study and reading together with the Freshman Reserve collection until 5:00 p.m. Saturday, January 18th, following which it will be moved to the McLennan Library.

Redpath Hall library hours during January 10 - 21:

January 10,	8:30 a.m. — 5:00 p.m.
January 11,	9:00 a.m. — 5:00 p.m.
January 12,	2:00 p.m. — 9:00 p.m.
January 13 to 17,	8:30 a.m. — 6:00 p.m.
January 18,	9:00 a.m. — 5:00 p.m.
January 19,	Closed
January 20,	Closed
January 21,	McLennan Library open 8:30 a.m.

All told there will be over 600 study places available during the move in the Undergraduate Library and Redpath Hall.

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Jean-Louis Roy
French Canada Studies Programme

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Authorized as second class mail by the Post Office Department, Ottawa, and for payment of postage in cash. Published weekly by the Information Office of McGill University, 805 Sherbrooke Street West, Montreal 2, Quebec, and distributed free of charge to faculty, students, staff and friends of the University.

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reporter

are obtained at all levels by the new generation of French speaking, able Canadians, in accountancy, law, engineering, finance, if true bilingualization goes on in the rest of Canada, if all this takes place, I think this country will be a fascinating dual culture in 25 to 50 years. But it needs statesmanship to give us that time.

on the Tripartite Commission

I think the Tripartite Commission has been a very useful exercise in a number of ways. On the narrowest level, it was a defuser of what could have been a very nasty situation, if the momentum of November last had been allowed to continue without some formal forum for dialogue having been provided. It would be sheer hypocrisy to deny that one of the essential reasons for the Tripartite was to try and defuse. And I mean by "defuse" as to find a way to carry on a dialogue with reduced tension.

All of the briefs, the minutes of the meetings, if read carefully, show that practically all the ground was covered that could be covered. Unfortunately, after asking all the questions, it was surprising how little the Tripartite discussions offer in the form of answers. It is utterly meaningless to talk about a total restructuring of the university. It took 800 years to develop the modern western liberal university with freedom of inquiry, total inquiry. The liberal open-ended university has gone as far to maximize opportunities

for intellectual variation and dissent with respect to the general environment as you could possibly want to go. To me, the desperate weakness of the "critical" Marcusean approach in the Tripartite Commission was its intolerance for the values that already have been achieved and which took 800 years to achieve.

Why, for God's sake, do we take our autonomy for granted? We're not worrying about the new inroads which government financing may place upon us. We never demand "autonomy" except from the industrial complex, which the Board of Governors is supposed to represent. Certainly at McGill, it is astonishing that with a Board of Governors coming from so generally conservative a milieu, it is almost impossible to point in the past generation that I've been here to a single instance of intervention by them in scholarly pursuits.

on student activism

The attempt of the New Left to apply the U.S. dialogue to the Canadian campus often is irrelevant to our problems and only marginally related to the U.S. dialogue on the Canadian campus is irrelevant to our problems and only marginally related to the facts of life here. I'm talking about our business. I'm not talking about anybody else's business. I am concerned as an academic and a human being with freedom and life at Columbia or Berkeley or Chicago, I'm very much concerned. But when we're talking about management and experience, I don't want a straw man called the U.S. situation to be knocked about at McGill. Not at McGill. Here's the place where you're living your life; here's where the problems are; here's where you're making the noise; that's where the student unrest is. Give me a rationale for your unrest on this campus. That's what I want. What's the rationale here, not the rationale somewhere else. Don't use footnotes on Berkeley to underwrite either rational or irrational behaviour at McGill. I want footnotes from McGill. Then we're on common ground.

If the life of the mind means anything at all, it means intellectual integrity. And if intellectual integrity means anything at all, it means respect for facts. Now what are the facts? People say this is a racist campus. Yes, it is true that people were refused into the Faculty of Medicine and possibly other departments on grounds of race, creed, or color at one time. This cannot be denied. Is it a fact in the past 15 years? Not at all.

Marcuse is now denying his children. Marcuse is now saying, (look at the New York Times interview of four weeks ago,) he never meant his recommendations to include the de-

struction of the modern university and its freedom of enquiry. He never meant that. So Marcuse and Paul Goodman both have rejected the consequences of their work where it touches the life of the university. They said go ahead and have your fun, go ahead and use your critical university test as a way of testing what you want. But don't destroy the university and its freedom of inquiry as we know it.

Where will you get as much freedom to enquire and to ask dirty questions as we can at most of the North American, most of the English, Danish, Swedish universities, where these things can and do take place, day in and day out. Of course, people on this campus for years, my former colleague Frank Scott has held a strong positive creative socialist position for a generation. Michael Oliver was a practicing socialist at the time he was made vice-principal of this university. Mike Oliver: *A working socialist!* Made vice-principal of McGill! I mean, surely, that's an absolute tribute to the environment. And Mike Oliver's commitments are still his commitments, and he's vice-principal of this great university. I mean, what are you going to do about these facts? What interpretation do you place on them?

All right, go ahead and prove that such men have been bought and have sold themselves out to the establishment, by acts, not by vicious adolescent generalizations. What particular act of Michael Oliver, or Cohen, justifies these accusations? Who is responsible for the major restructuring of the university government at McGill in the past 20 months, so that it has the most liberal charter now in North America? Who were the principal movers in the design? Who were they?

Mike Oliver is on Senate and moved the adoption of these very important amendments to the statutes and I seconded them. I mean, where does the BIG LIE go. How far will the campus tolerate the use of the BIG LIE, without asking the honest question, what are the facts? what are the facts? The main decision for student participation came before November, 1967, before the troubles. Because all

you have to do is look at the date of the first draft on the Duff, Berdahl Report, which came out in July and August, five months before our troubles and see that there we recommended students membership on the Senate. There it is. And if you look at the language, for which I had some responsibility, the discussion of student unrest, of student alienation, of the whole business of what causes it and how does one meet it in a creative way, as valid a statement today as then. And it was written much before, much before. Now what is the meaning of that?

Of the very people who are being accused of having sold out, ask what they've been doing in the past 5 years. My record on working for the democratization of McGill didn't end with the McGill Staff Association report in 1959, or with the second report in 1964. The real problems of the relationships of student to government, student to staff, student to administration is how to find a role that is intellectually, technically, temporally related to their time, their experience, and the contribution students can really make. One won't find that without some experience. And also, how to make the student realize that if the time comes when he gets as much participation as he's now going to get at McGill, then his perspective must change from being an advocate of a position to being part of the whole university system. In other words, when does he realize he's now part of the establishment? Once you're on the Senate, you've joined the establishment. That's the great psychological change that must take place, both on the part of teacher-activists and of student activists, that once you join the Senate, you've joined a corporate entity for which you have a joint responsibility. It must feed back into everything else you do. It makes no sense to have the student university newspaper become the official organ of the opposition against the university, when its own masters, the Students Council, are part of the establishment. Makes no sense at all. And that doesn't mean that the organ shouldn't be an organ of criticism—but not an organ to destroy the image of the body of which now the student Council is actively participating in. So I say, there will be more and deeper involvement by the students of the university, the precise nature of which only the years can tell, because they are now part of the establishment. That's hard to take. They're now part of the elite. Its hard to them to take that notion. But that's what happens when you join it. The moment students really wanted to share university government, that was the moment they gave up the right to be the official opposition. They've become part of the establishment, or the so-called establishment.

THE SECRET LIFE OF JAN WERYHO

by Juan Rodriguez

I was, of course, approaching my assignment blind. I was not previously aware of the existence of one Jan W. Weryho, that he is the Library specialist in Persian at the Institute of Islamic Studies, or that such an Institute was thriving at McGill — high atop the Leacock Building, no less!

I was also told, in addition to the above snippets of information, that Jan Weryho had been involved in "demonstrations" and that he maintains interesting political philosophies.

Armed with this cursory knowledge, I made mental pictures even before meeting the fellow. Yes! Jan Weryho, the Revolutionary, an over-sized flag (red?) hoisted over his shoulder, leading the revolution... a crusade... at first alone, then slowly but surely, he is the commander of a legion, POINTING THE WAY! changing the society, helping others to See The Light. Yes, it was a good fantasy, for this article — but, alas... it was merely a fantasy.

"You do not know who I am?" Jan Weryho peers out from the thick black frame of his eyeglasses. He looks as if he has just been hatched from the pages of a long-forgotten book.

Actually, Jan Weryho is a kind of revolutionary infiltrator of sorts. He proudly informed me that he was the only member of either Administration or Faculty to protest with students inside the Principal's office in last year's epic Daily "crisis." He was reprimanded for this activity, and he was placed on probation like the students with whom he demonstrated, but he would do it all over again if the need arose.

"There were three reasons for my solidarity with the rest of the students."

Mr. Weryho speaks slowly, a thick Polish-British accent adorning his words. He speaks calmly, not getting terribly excited about anything, but displaying conviction and quiet confidence in every breath. "First, I regard censorship as wrong. Freedom of speech should be unlimited, and no government or university has the right to decide what people should or should not read. Secondly, although I didn't like the famous Daily article myself, I thought that everyone had the right to read it if they wished to. Thirdly, I thought that threatening to expel the three students was a cruel form of punishment because it would affect their capacity for study, possibly even causing them to fail their exams. Such action might be responsible for irreparable damage to their entire careers." Jan Weryho smiled and added parenthetically, as if to make his argument grip-tight, "I was not protesting against the university for having failed to do something. I was protesting something I felt they

were wrong in doing. If Stan Gray became President of a Marxist university, and, if he took action against the Daily for publishing an anti-Marxist article, I would protest that, too."

Mr. Weryho is an Anarchist and highly committed to his beliefs. However, he is most concerned that his definition of an anarchist be made clear. "There are two common misconceptions about the anarchist. The first is that he is a bomb carrying terrorist and the second is that he stands for complete individualism and egoism. What I believe is that a thing which is legal is not necessarily morally right, and conversely, something which is illegal is not necessarily morally wrong. I do not believe in the institutionalizing of government and I believe that violence should be avoided and only used when all other means have failed. Really, to fully comprehend the position of the anarchist you should read my letter which appeared in the November 11 issue of the *Reporter* entitled *Power and Authority: An Anarchist View*."

Mr. Weryho was born in Poland, and lived through the last war in that country. He and his mother then moved to London, England, after the war, because they did not particularly relish the thought of the impending Stalinist regime. Mr. Weryho became interested in the Islamic culture almost out of necessity. He felt estranged from his native Poland, and he did not feel comfortable with the British way of life, so he fostered an interest in a culture thoroughly removed from his own — Islam. He attended Oxford, and from 1955-57 he studied at the university of Tehran, Iran, specializing in the Persian dialect, and in 1957-58 studied the last-Persia dialect Sistan. He moved to Canada in 1960, and he has been working at the Institute of Islamic Studies for the past six years. Mr. Weryho got married this May — to an Iraqi girl.

Since Mr. Weryho is in charge of cataloging books in Persian, Turkish, all European languages, and the Muslim languages of Soviet Central Asia, for the Institute, that must also make him a sort of... Administrator!

I interviewed him on the day after the American election, described by Mr. Weryho as "a complete farce."

"I am surprised," he said dryly, "that so many people still think that America is really a democracy."

Jan Weryho, the Administrator, is an unlikely looking revolutionary. He is small, almost frail-looking. His eyes appeared as if they were located some unfathomable distance behind his lenses. There was nothing extraordinary about his appearance — even his mustache was inconspicuous. He was anonymously resplendent in various pale green shades of shirt, tie, and jacket, and pale beige trousers. The only thing out-of-the-ordinary about Mr. Weryho was his pair of shoes — bright blue sneakers with white laces.

His small office on the ninth floor of

the Leacock Building is also far from the barricades. Except for two small human strikers.

GET OUT! VIETNAM and MAKE LOVE, NOT WAR — the walls of his office are lined with books... Arabic books, Persian books, books on Asia, the middle-East, books imprinted with weird, strange, alien hieroglyphics — the Islamic alphabet. For all I knew, his office could have housed the Minister of Information for some small Islamic state.

Mr. Weryho, by the way, speaks Polish, Russian, English, French, and Persian fluently. In addition he has a reading knowledge of most Slavonic languages.

Since Mr. Weryho has a reputation for being rather outspoken, I wished to explore some of the opinions he had formed on certain of the vast political issues of the day.

What, for example, were Mr. Weryho's feelings on the ever-continuing middle-East crisis?

"For me, it's a very personal question", he said with a slight smile and twinkle of the eyes. "It's delicate because of the place where I work, and because my wife is an Arab from Iraq."

"But, I do think that most Westerners underestimate the Arabs' sense of loss of a strip of land that they believe belongs to them. People are not aware, or are not concerned, of the fact that two million people were driven out of their land."

"Westerners can also identify with the Jews because they are white, because of the Bible, because they now feel guilty about kicking the Jews around throughout history. What people know is that the Jews have suffered, and they feel guilty about it, and it was out of this feeling that Palestine was handed over to the Israelis in 1948. Meanwhile, Westerners look down on the Arabs, they are not white, they are Muslims, to them they are sort of... barbarians."

"People do not realize that the Arabs have a few things in common with the Judeo-Christian tradition. For instance, the Islamic religion recognizes Christ as a prophet. It only denies his divinity. Also, about one third of the Palestinian Arab refugees are Christians."

When I asked him whether he thought the conflict could be resolved peacefully, Jan Weryho shrugged his shoulders sadly, and said, "Your guess is as good as mine."

"My view is not acceptable to Israel, or to the Arab leaders in Cairo or Damascus. The only just solution will have to accommodate both sides. The Jews who were born in Palestine have the right to live in the middle-East because they have nowhere else to go. But surely, if the Jews have the right to return because they were there 2000 years ago, the Arabs have the right to return to Palestine when they were there only 20 years ago. There should be room for them, too. And, eventually, Israel is going to have to become more

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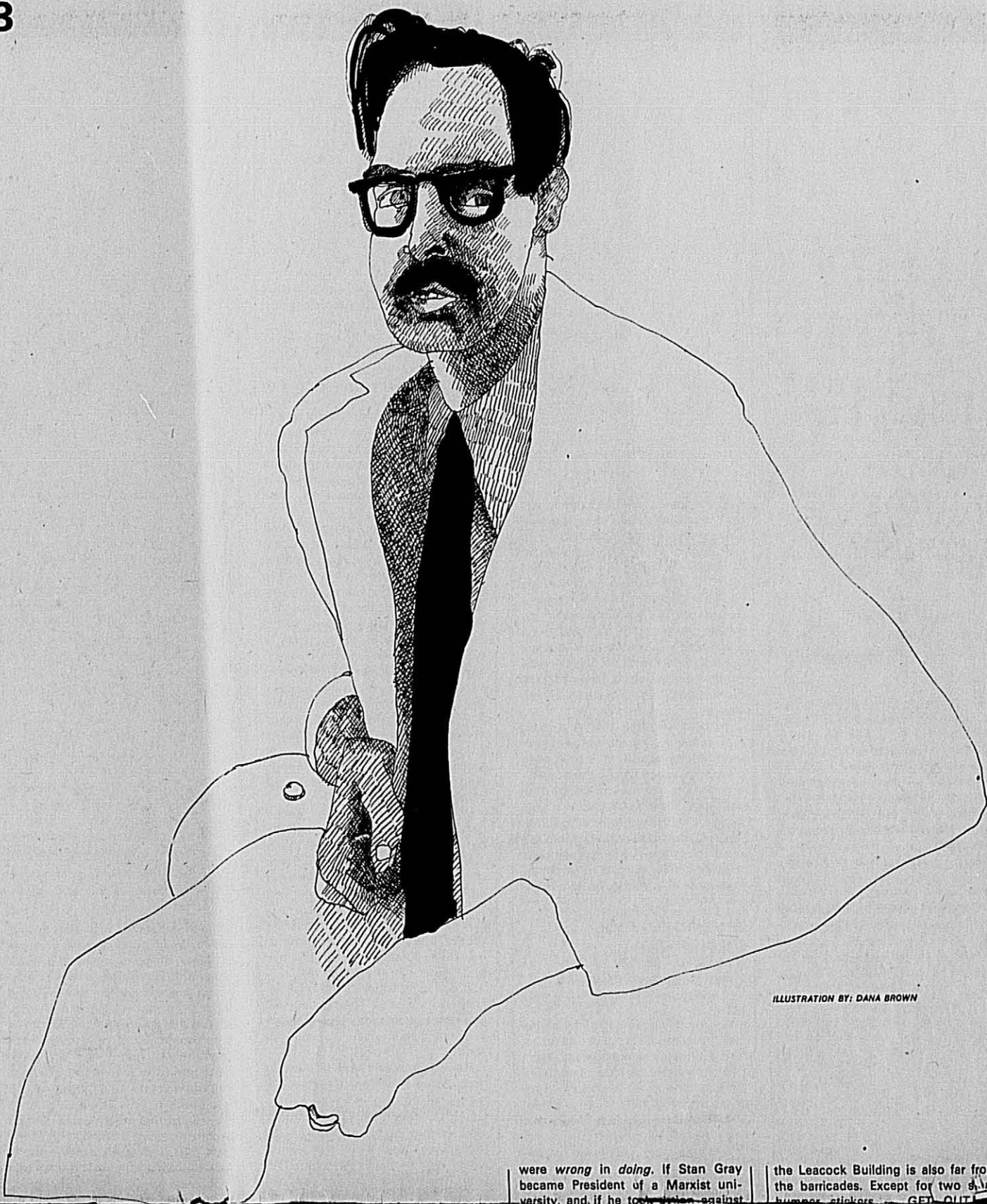


ILLUSTRATION BY: DANA BROWN

QUEST FOR INVOLVE-MENT

a view of student participation in the History Department

There is a wide range of opinion on the meaning of the battle that is going on at McGill on the subject of university reform. Some hold to the view that students just want power, have no perspective on their position in the university community and are an unwashed, uncivilised bunch of anarchists. More, I think, agree that the aims of the student movement are not always (if ever) clearly expressed, that some of the recently-formed groups represent conflicting points of view and that the most salient feature of their demands and tactics is hostility.

There is probably some truth in all of these observations, although the severity of judgment on "student radicalism" depends on the degree to which the judge feels himself to be under attack. There is something real developing in this movement, much of it still inchoate; it has to do with an evolutionary step in the concept of education, one that involves a questioning not only of the aims, nature and role of the university in society, but of the nature of civilisation. I call the development an evolution, because it is an outgrowth of a recent obsolescent view on education. It should be taken seriously.

Researcher student organising is taking place at several levels of the university. Leaving aside the question of student participation at the administrative level, I will discuss briefly some of the developments on the departmental level. Since I am best acquainted with what is going on in the History Department, and since it seems that things are progressing well there, I will outline what is being done, and what I think are the significant aspects of this particular approach to democratization.

The structure that has been set up in the department may not seem very impressive; its nature is such, however, that more and more students can become involved as their interest develops. The first point established was that it is essential for students to have an organisation of their own, independent and parallel, if not similar, to that of the faculty. This is in contrast to efforts in some other departments to place students on already-existing faculty committees.

The attitude of students working to organise in the History Department is that students and faculty have roles, that are equally important but undeniably different. Each must have its own formal structure through which to express their respective opinions, positions, demands and requirements. In a sense the movement on the part of the students resembles unionizing, except for the fact (and

Students and faculty have roles that are equally important but undeniably different

here I am putting forth a view with which many students disagree) that the organising is not based on a principle of self-defence, but stems from an assumption of mutual antagonism.

With two independent structures operating, the assumption is that there is a level of rationality on which disagreement and conflicting interests can be discussed and compromise arrived at if necessary. Many of the more radical students feel that the student position is irreconcilably opposed to that of some of the faculty and most of the administration. It may well be that there are some irreconcilable gulfs, but I would suggest that these fall within the area of generation gap rather than within the sphere of university relations. (In fact, I think it is only because this battle is taking place within a university that there is any hope of avoiding greater alienation.)

A group of History students recognising the need for a structure within which students could define themselves in relation to the rest of the university, have suggested a rather

simply system. Their structure meets the demands of three aims: discussion among students of problems in individual courses, discussion with faculty of possible curriculum developments (i.e. of issues that go beyond the single course level), and an all-student executive to oversee the activities of the other groups and to deal with problems that cannot be solved at the lower levels. A fourth aim, joint faculty-student discussion, is lurking in the background and may or may not emerge.

To deal with the first aim, class representatives have been elected in each History course; they have been given the name RAP (every other organisation has three meaningful initials; RAP doesn't stand for anything, except a shortened form of rapport). The RAP reps who number about 40, are in the process of conducting class meetings, in the professors' absence, in order to discuss the course and get

Students have not, in this system, acquired "power"; they have acquired influence

a reading of opinion on some of the controversial aspects of course structure, lectures, discussions, etc. Each RAP rep will then go the professor and present whatever problems have arisen and, hopefully, arrive at a solution. There are not many problems that can't be dealt with at this level and in this manner; the system in no way prevents an individual student from approaching a professor on his own, nor does it take away any authority from the class itself (the representative is such only within the course; he does not act as a legislator).

In the case of a real breakdown of communication, the RAP reps may refer their problem to the student executive. The reports that come out of the class meetings will be kept, and will serve a useful purpose in indicating student response to courses; there is a chance that they can serve as a sort of course guide within the department.

The executive branch, the Student Standing Committee (SSC), was chosen on November 3; it is composed of twelve students, six from the group of RAP representatives (thus these six will serve in several capacities: as chairmen of class meetings, mediators with professors, as links from RAP to the SSC, and as channels of communication to the courses); the object is for all student committees to work together, yet to be broadly representative and responsive to as many of the students as show an interest. The other six consist of one student from each of the undergraduate years and two graduate students. Although the graduate courses are not involved in the RAP organisation, it is felt that graduate students have a definite role to play in the process of increasing student participation in the department.

The SSC, which is just beginning to get under way, has appointed four of its members to meet with four faculty members on a Structures Committee. There are several ideas for setting up joint committees to discuss the honours, majors and graduate programs, curriculum development and the library, i.e., all the general problems that concern the department. On whatever committees are set up, fifty-fifty membership seems likely.

Since the History Department previously has not been broken down into committees, it is relatively easy to set up a cooperative structure, at least up to a certain level. Students are now able to register their opinions and demands without getting caught up in the machinery of routing operations in the department, and in issues with which they have at the moment little concern. What I think is likely to make the present scheme viable is that it does not represent a threat to the faculty on any level, nor does it encroach upon their organisation or areas of concern. Students have not, in this system, acquired "power"; they have acquired influence.

If power should become an issue, students, by virtue of their numbers, have recourse to strikes and demonstrations which, if initially harmful to themselves, may prove effective in the long run. In this sense influence may be transformed into power, which does not need to be institutionalised.

Students have, in fact, potentially, the power to destroy the university, and I think it should be realised by both sides that this is so. The question of confrontation need not arise, given that groups (and this, perhaps, applies to the administrative levels as well) acknowledge a level at which they can meet and resolve their differences. Student demands turn out to be rather reasonable when they are not inflated by frustration. The whole significance of the student movement may now begin to emerge.

There are so many issues involved that it is hard to say where the student movement for reform really centers. For some the most important issue is the involvement of the university in war research and the corruption and perversion of a whole society that is reflected thereby. For others, university education is seen in terms of acquiring skills that are necessary to live in a complex world. It can be seen as a tool toward a specific end; the diploma as a certificate indicating competence in a certain area; a meal-ticket, to put it simply. From this point of view, reform might only go so far as to change rigid examination systems, making it easier to get there.

What will undoubtedly occur in the debate on courses and curriculum will be a discussion of the merits and defects of the lecture system. Some students would like to abolish lectures altogether in favor of a seminar system; others are against such a radical move. At the moment, discussion usually floats randomly in a sea of unreality, unanchored to the possibilities. Presumably, the committee structure will bring together the financial facts and the ideas. Then debate will proceed regardless on a level of theory—since that is what it's really all about.

There is a certain kind of learning that is done while listening to a lecture; there is another that is done in participating in a seminar; again another involved in doing research in a library (though perhaps this area of education would best be depaired of at Redpath). The subject matter of a course, and the kind of knowledge desired, are variable; thus each area of concern requires a different educational approach. One can generalise enough, I think, to suggest that there is a goal of academic inquiry—objectivity. As a state of mind, it is virtually unattainable.

It has to be acknowledged that the students are divided among themselves

ble, as everyone has a bias, due to his personal experience in life, his "education" experience (or indoctrination, to use a more popular phrase), and the way he sees himself in relation to society and to life.

What seems desirable is to convey information without influencing too much the judgment that is made upon it; much of the effort being made by students is for the purpose of freeing themselves so that judgments can be made, but by the learners, not by the teachers. The assumption is that, once all the elements of a situation are known, the value judgments that will be made will be good ones. The other side of the issue, however, is that the students no longer trust the older generation to make value judgments; they consider that the old value system has failed; the danger is that they will reject everything that is offered by anyone over forty (thirty?) and impose their own kind of tyranny; this has already been seen in revolutionary situations.

It has to be acknowledged that the students are divided among themselves, between those who want to create a situation of real freedom (which involves, in a sense, creating a vacuum), and those who have already made up their minds and are seeking to create an institution that will reflect only their point of view. Making an effort to be objective is not really pleasant, and to some, it leads away from the truth rather than toward it.

It is the western, and particularly the British, tradition, to locate the center

The questioning of authority as the prerogative of those with seniority is a legitimate one

of authority, in matters of conscience and, hence, judgment, in the individual; within this framework, the student movement toward greater freedom is only a logical development. The questioning of authority as the prerogative of those with seniority is a legitimate one.

This is, of course, giving the students the benefit of the doubt. It may be optimistic on my part to as-

sume that there is a real effort toward greater freedom for students, in order to allow them to make their own judgments in the context of their education (there is nothing that prevents them from making judgments now, it's just that they seem irrelevant). The unfortunate result of some of the negotiations going on in some departments is to turn the students into bureaucrats—the fastest way to lose freedom. This may change once they realise that most of what goes on in committees is uninteresting at any level, but if students do find themselves becoming an institutionalised group within a system they disapprove of, more trouble will result.

Certainly, there is reason for students to feel frustrated, angry and disappointed in the world around them; in many ways, it is not a very appealing world. The problem is, where to attach the blame? It is obviously unfair to blame the older generation entirely; and absurd to blame the "structure" of the university and society in an equally doctrinaire fashion. Both are important. But what is most important are the attitudes taken on both sides; I say this, not to deny that class struggle is a real and crucial thing, but because the university we are talking about is not in the center of it. The problem lies not with the antagonism between capitalists and the working class (show me a good representative of present-generation working class among the McGill students), but within the scope of the middle-class. It strikes me that the greatest danger middle-class people

Is it McGill they are complaining about, or the quality of their lives

face is that they become detached from life in its vital aspects; they neither produce essential goods nor own the means of production—they usually manage them. Perhaps it is oversimplifying to say that this is a position in life that can create a feeling of unimportance and at the same time, of being caught in a machine that is impersonal and uninteresting. Certainly this is a description that many students would apply willingly to McGill; but is it McGill they are complaining about, or the quality of their lives? When someone has been in school from the age of five, it is hard to separate the institution from the life.

There is another attitude that is characteristic of a middle-class outlook, and that is, "the world owes me a living;" since the individual sees himself as unimportant, and can't do anything about it, he learns to demand from the world that it satisfy him in ways that it can't and that other generations would have thought it arrogant and ridiculous to ask for. If this is so, and I hope it is not, then the student group at McGill will keep on asking, demanding, and rejecting, for a long time; and nothing will be accomplished. We will be at war.

I hope that sufficient understanding will develop in the course of debate over the structure and the nature of the university that both sides will see their shortcomings and both take seriously the real questioning that can, and should, go on, of the nature and meaning of education and freedom, and the place of authority.

Miss Thompson is a fourth year History student.

SUSAN THOMPSON



Scene: Leacock Building, fourth floor, department of Economics and Political Science, one day

THE STUDENT AND THE TEACHER

A REVIEW OF UNIVERSITY REFORM AT THE DEPARTMENTAL LEVEL

The following reports from chairman of departments and a few deans provides some indication of the degree of reform now taking place at McGill to more fully involve students in university government at the departmental level. This review does not, however, pretend to cover all activity of this nature, nor does it try to present the story from different points of view. Rather, it is made up of statements from some thirty of eighty or more chairmen in response to a request made in the early part of November.

Other members of the university are invited to submit statements or viewpoints concerning this important subject for publication in the next issue of the *Reporter*, which will come out on January 20.

The Editor

Agricultural Chemistry

This department comprises 5 full-time members of teaching staff, one post-doctoral fellow and 19 graduate students, of whom 17 are in residence and 14 hold positions as part-time demonstrators. Formal teaching is practically confined to teaching of undergraduate classes in the Faculty of Agriculture (about 170 in first year, 150 in second year, perhaps 90 in third year, to cite the larger classes only).

I have not been aware of any change in student participation at the departmental level since the last year. In a relatively small department the daily contact between staff and graduate students is rather close and views and suggestions are customarily subject to informal discussion. The degree to which a graduate student participates in all aspects of the life of the department is left to himself. The undergraduates participate by attending their classes and, all in all, by not making it more difficult than necessary for full-time and part-time staff to do their jobs.

R. H. Common, Chairman

Agricultural Economics

For years the staff of this department has given a dinner for its undergraduate specialists. The purpose of this dinner is to afford the students an opportunity to discuss curricular development, teaching methods, assignments outside the classroom — in fact all aspects of the teaching-learning situation so far as they involve offerings of this Department.

Also for more than ten years I have asked students in all my classes to make a written (anonymous) evaluation of course content, teaching methods, and of the teaching-learning atmosphere. This was begun with a two year experiment with the use of conferences and other teaching devices. We employed a social psychologist to design the experiments for us.

My objective is to establish a constructive dialogue with students.

David L. MacFarlane, Chairman

Biochemistry

For the past three years the department has had a regular policy of consultation with students from all levels with respect to major, honours, and graduate programs development. Graduate students have their own organization whose representatives are free to meet with the chairman of the department or his deputy at any time. Each year the person in charge of the graduate program meets with graduate students to discuss the program and graduate student representatives have been invited to present a brief on graduate student education to a full departmental meeting. Honours and major students are invited to lunch meetings with the staff at regular intervals during the year and fourth year students who have graduated are invited back to discuss the whole of their programs.

In addition, honours students are assigned to faculty members, four students per member, to whom they can go at any time to discuss any matter pertinent to them.

John H. Spencer, Acting Chairman

REFORM

Biological Sciences Division

FACULTY OF ARTS & SCIENCES At its monthly meeting of 19 November, 1968 the members of the Division passed the following resolution:

"The Division of the Biological Sciences approves in principle open meetings and student participation in divisional meetings and asks the Executive Committee to appoint a committee to work out details.

George A. Ferguson, Vice-Dean

Chemical Engineering

In 1967 undergraduate students were asked to set up a curriculum committee. The intention was that the students hold discussions among themselves, and that these be followed by a joint meeting or meetings with the faculty later in the academic year. The students, in fact, met on several occasions, but no meeting with faculty materialized that year due to the pressure of examinations on the students.

The student curriculum committee has been active again this year, and we already have had a joint meeting with them at the request of the department.

Every year graduate students review their courses, and send a written report to the staff member giving the course. At the present time, staff are actively discussing a student proposal on communication of research ideas, and a joint meeting will be held shortly.

G. A. Ratcliff, Chairman

Civil Engineering & Applied Mechanics

In September we appointed a departmental committee of 5 to meet with undergraduate representatives and form recommendations as to the most appropriate form of participation in the department's affairs. They have had two meetings so far.

The response of the undergraduates to this committee has been enthusiastic and we anticipate that they will wish to sit on departmental committees and to name delegates to departmental meetings.

In addition, we have for several years had active contact with undergraduates in the form of staff and visiting professional seminars.

J. O. McCutcheon, Chairman

Classics

The department is small with only about 8 honours and 18 graduate students. We do not have departmental committees, and formal meetings are very rare, decisions being made for the most part by informal consultation with all staff and interested students. This has always been possible for us because of our small numbers, and there has been a positive dialogue *not* to institute regular meetings. We are planning two or three informal meetings a year with our students to discuss more general topics of interest to them, topics such as new courses to be offered, Ph. D. reading lists, the possibility of an M.A. without thesis, etc.

C. D. Gordon, Classics

Faculty of Education

Last year the executive of the Student Teachers Society reviewed the committee structure in the Faculty and requested membership on the Library, Steering, Admissions, and Academic Policies committees. Students subsequently were admitted to these committees and have made a worthwhile contribution in each case.

This autumn the question of student membership on Faculty was raised and at first the students indicated that they were not interested in representation on Faculty. However, on November 23 students requested seats on Faculty and a committee is bringing forward recommendations concerning the question of representation and method of election or appointment.

C. Wayne Hall, Dean

REFORM

Faculty of Education

DIVISION OF CURRICULUM & INSTRUCTION

This division is made up of departments of the Faculty concerned with professional preparation of teachers in the various subject disciplines of the elementary and high schools. My role as chairman of the division consists in coordinating the work of these departments and in organizing those courses that cut across subject disciplines.

Within the division, we have made attempts in two directions over the past few years to draw upon student participation in course planning and development. On the one hand we have sought student evaluation of our programs. Last year, for instance, representatives of the student body were invited to round-table discussions with interested staff members, at which we asked for frank appraisal of strengths and weaknesses of our program in preparing students for classroom teaching.

Partly as a result of student feedback, our courses Ed. 510 and Ed. 210, Orientation to Teaching, offered to 1G and 2S students were revised this year. The planning committee for these courses, which deal with current problems in education, consists of four faculty instructors representing various disciplines and six students named by the classes concerned.

Marguerite F. L. Horton, Chairman

English

1) In the departmental meeting of October 1, 1968, members of the department unanimously expressed the wish to invite students to participate in its affairs. The following proposals were made and shortly thereafter carried out:

(a) that Moyse Hall be made available for meetings of graduate and undergraduate students to facilitate their forming constituencies and electing representatives;

(b) that in the interim, while discussions took place between the department and students on the most effective forms of participation, departmental meetings would be open (according to the Senate definition of open meetings) and students given representation on the Steering Committee and other committees with full voting power;

(c) that in consultation with the students a deadline be set for reaching agreement on participation and for the submission of briefs on any subject concerning the department

so that a basis would be created for working out a permanent situation.

2) Subsequently, Steering Committee meetings were declared open and a Teaching Assistant and three members elected by the English Literature Association (the newly formed student body) were seated on the Steering Committee as interim representatives with full voting powers.

2) Subsequently, Steering Committee meetings were declared open and a Teaching Assistant and three members elected by the English Literature Association (the newly formed student body) were seated on the Steering Committee as interim representatives with full voting powers.

3) The Graduate, the Undergraduate, and the Drama Programs Committees were declared open and seated student representation elected by ELA.

4) Following the submission of a request from ELA on October 28 that students be granted parity on the Steering Committee and on the Graduate, the Undergraduate, and Drama Program Committees, the Steering Committee moved at a meeting on October 29 that the question of parity be discussed on a commission made up of the nine students named to Steering by ELA and a maximum of nine faculty members. This being agreed to, the Commission was created and held three meetings, after which it submitted a majority report to Steering.

5) Steering Committee in its meeting of November 12 moved to carry forward to the next departmental meeting (November 26) the majority report of the commission, which recommended that the nine students elected by ELA to Steering be seated and that students be seated on such other committees as outlined by the department in its description of policy-making committees in such manner as to be determined by Steering in its function as department nomination committee. This constituted *de facto* parity on the Steering Committee on an interim basis only, with representation on other committees to be determined by Steering. The motion brought before the department made it clear that no decision on the principle of parity was requested at this time. Therefore, as part of this motion, the Steering Committee resolved that the commission cited above continue its discussion of parity and related questions, that the interim arrangements for student representation in no way prejudice the question of parity, and that no decision on parity be understood as reached until such time as the commission report be voted on by the department and by ELA, both of which bodies reserve the right to reject any report submitted by the commission.

6) At the departmental meeting of November 26th, the department voted 31-5 to adopt the Commission Report.

Donald F. Theall, Chairman

REFORM

Entomology

Because it is small this department has always been in a position to discuss freely with students any matters affecting their relations with it. There is no formal machinery for this as there is none for inter-staff consultations.

Graduate students organize (and have for some years) an evening seminar series devoid of any staff direction. If undergraduates want a part in this there presumably is nothing to prevent it.

D. K. McE. Kevan, Chairman

Epidemiology and Health

Within this department's terms of reference the question of student participation in university government has limited application.

I can certainly say that the staff and I welcome any student participation in our activities. My hope is that medical students interested in the work of this department can be enlisted as faculty members and participate on an equal footing with the teaching and research staff in departmental meetings. In practice, of course, their main interest is likely to be in the arrangement and quality of our teaching.

I would like to see this development take place before the beginning of the next academic year.

J. C. McDonald, Chairman

Geological Sciences

Last spring our departmental meeting voted to invite as non-voting members the president of the Monteregian Geology Club and the president of the Adams Club. The Monteregian is the undergraduate organization of geology students and the Adams represents the graduates students. The two presidents have sat with the department as it meets weekly since the beginning of term.

C. W. Stearn, Chairman

German

Graduate students have elected two students to departmental meetings. Undergraduate students have formed a committee of six to find out how best to elect three members. In the meantime some members of this committee have volunteered to attend the departmental meetings.

At the first meeting, with graduate and undergraduate students present, it was decided not to have a steering committee and to bring all business (including curriculum) to the full meeting — which has 18 members (including 5 students).

It was left to the chairman to form and call committees whenever new staff is granted to the department, or whenever a staff member seems due for a promotion. Students will, of course, be consulted. Students have also attended a meeting on graduate scholarships for 1968-70.

A. Arnold, Chairman

Mechanical Engineering

The department has conducted weekly informal staff-student discussion session. Our final year students have been attending these sessions and contributing valuable comments to our proposed new curriculum. A course in computer applications was suggested by the students; as a result, a course will be given in the spring term.

Informal staff-student meetings have been held throughout the past years and it has been found that such discussions between staff and final year students are useful at the departmental level.

S. Molder, Chairman

Metallurgical Engineering

Informal consultations only. This has worked satisfactorily in the past and seems to be working alright now. Any move towards formal committees would be sympathetically considered.

W. M. Williams, Chairman

Microbiology

The department has invited both graduate and undergraduate students to send representatives to attend and participate in staff meetings. Since the number of graduate students exceeds the number of undergraduates specializing in microbiology, the graduate

REFORM

students were invited to select two representatives and the undergraduates one. The first meeting with student representation was held on November 12 and arrangements have been made to hold further meetings at monthly intervals throughout the session.

All graduate and undergraduate courses in the department are presently up for review. Staff members have circulated outlines of their courses to other staff members and to the student representatives at the staff meeting. Suggestions for revision of current course offerings and additions of any new courses will be considered at the January meeting.

R. A. MacLeod, Chairman

Faculty of Music

On the basis of our experience I can state unequivocally that the students are making an excellent contribution to the work of the committees at all levels, including the Faculty Council. I have found that the students' views, comments, suggestions and recommendations are not only valuable and constructive but are in fact essential to a proper balancing of the curriculum as a whole in terms of the different degree channels of specialisation offered by this Faculty.

While it is true that the student in a professional faculty like ours needs and expects guidance and advice relating to the total requirements and individual concentration of his general professional formation, it is equally true that the student is the consumer of the training offered to him. It therefore appears entirely logical that, as the consumer, the student be given every opportunity to appraise and comment upon the program planned for his professional advancement. I have found that in this Faculty the continuing dialogue between staff and students has helped both to obtain a clearer concept of academic and professional priorities according to individual specialisation as well as personal circumstances. I might add that I consider personal counselling of students one of the most important aspects of our program.

Helmut Blume, Dean

Pathology

Policies for our undergraduate course are developed in the following way:

At monthly staff meetings of some thirty members we discuss our course from the point of view of content, method and basis of assessment. One member of staff is appointed to develop each of the courses. In turn he prepares the course with some 6 to 8 individuals who will be responsible for different sections of a course.

We have invited representative students to attend our staff meetings when curriculum is being considered. We have also suggested that for next year they meet with the director of the course and with the committee preparing the course.

R. H. More, Chairman

Pediatrics

I must say that we have no formal arrangement to include student participation in the organization of our teaching program in Pediatrics. There is, on the other hand, a good deal of informal liaison. We have, for instance, this year through our outpatient department been able to send students out into the community to see something of the pediatric problems that confront the underprivileged children attending a health centre in Pointe St. Charles. This has been, to a considerable extent, in response to student initiated interest.

Alan Ross, Chairman

Pharmacology & Therapeutics

This is a relatively small department and student participation is high, but relatively unstructured. The graduate students have their own organization and make recommendations on everything from regulations covering the departmental coffee machine to course content and areas of pharmacology into which they feel the department should expand.

Involvement of medical students is just beginning. All lectures given by members of the department are attended by other staff members and subsequently are discussed and criticized at a full meeting. Representatives from the medical students' Curriculum Committee are not becoming involved in these discussions. These are very critical and detailed discussions and it is clear that participation will place a heavy burden on the students involved because they will have to become well informed on the subjects prior to the discussions if they are to be meaningfully involved.

Mark Nickerson, Chairman
continued next page, column 1

Philosophy

This problem is somewhat complicated in our department by virtue of the fact that the department does not have any rigorously defined and applied procedures which it had followed in the past. The government of the department has taken various forms, but it has generally proceeded in an informal and unstructured way. Therefore, we are faced with two problems: to carry out rather more formal procedures for ourselves and then to ask what role students should play in these procedures.

As to the second problem, we have established a committee of four students and four faculty members to study the matter and, hopefully, make concrete propositions to the department. In proposing such a committee, we had anticipated that it would meet throughout the present academic year and prepare a report to be considered by the department before the beginning of the next academic year. The students, however, have requested that this committee prepare its report in time to be received by the department before the Christmas holidays. Many of us feel that this is a quite unrealistic deadline in that generally acceptable proposals from such a committee must be based upon a kind of mutual confidence in members of the committee which might be difficult to establish in so short a time. Nevertheless, we have asked the committee to prepare at least a preliminary report before the holidays, and we shall have to see at that time what sort of program they have made.

John Trentman, Chairman

Physics

We feel that the obvious area for student participation at the department level is in the matter of curriculum. Consultation with students regarding curriculum is not new in our department. Two years ago the graduating class of honours students formed their own curriculum committee and the department appointed a staff member to provide liaison between the staff curriculum committee and the student committee. There was a joint meeting of the two committees at which a brief from the students' committee was heard.

One result was that in the following session the department invited the graduating class of honours students to elect one of their members to sit in the staff curriculum committee. In September this year this invitation was extended to the fourth year major students so that we now have two students on our committee.

We are also consulting extensively and directly with all our major students. Two staff members, the chairman of the Curriculum Committee and the supervisor of the majors and honours programs have met informally with the majors of the fourth, third and second years respectively. To date, two one-hour meetings have been scheduled with each of these groups. These informal discussions have been carried out in an excellent spirit and they have proved to be of considerable benefit to the Curriculum Committee.

Finally, the department has unanimously agreed to the principle of setting up a departmental counselling service which will offer curriculum and career counselling to any undergraduate students who are identified with the department. The details are not yet worked out, but it is thought that there will be both small groups of students and staff and also private interviews with staff members as requested by individual students. It is hoped to put this plan into effect for second year students in January 1969.

J. M. Robson, Chairman

Psychology

In 1967-68 meetings were held with major and honours students in order to elicit opinions regarding matters of curriculum and teaching methods. In 1967-68 students served as members of the departmental Curriculum Committee and made excellent contributions to it.

This year undergraduate students have formed the Psychology Student Association. A committee of the department also has been formed to discuss questions of student participation and involvement with representatives of the students. My hope is that the departmental committee and the representatives of the students will incorporate

themselves as a single unified committee.

During the summer of 1968 several students, more particularly Patrick Cavanagh and Israel Lederhendler, carried out a survey of the department's major program. Their report has been very useful to the department.

It is our hope that undergraduate students will become actively engaged in a number of departmental committees. The question of open staff meetings has not yet been discussed.

Graduate students are organized in the form of a colloquium which has existed for many years. It represents graduate students and when problems arise presents their views to the department.

On the whole while the department welcomes student representation on committees, we are less concerned with these formal aspects of democratization and more concerned with substantive participation by students.

One of the principal difficulties of the department is the very high staff-student ratio. The nearly 5000 full time course registrations is roughly equivalent to 1000 full time students. The instruction of this group is managed by 23 staff members.

George A. Ferguson, Chairman

Russian

In brief, we welcome student participation on a parity basis in any committees which are discussing curriculum, examinations, text books, our honours program, our majors program, and the general student courses.

Whilst feeling that we have very much to gain through student participation in these matters, we think that questions of professors' salaries, tenure, hiring, and promotion are not the appropriate field for student participation at this time.

John Greer Nicholson, Chairman

Sociology & Anthropology

The pattern in previous years of informal staff consultation with both honours and graduate students in planning program changes and the use of departmental facilities, has been modified this year following the organization of a Sociology Students' Union and an Anthropology Action Committee. Both groups have prepared thoughtful, long-range position papers closely resembling staff thinking. Detailed planning by departmental working committees has been conducted, largely in open meetings. Some staff meetings have also been open, and it is proposed to present all plans for discussion at plenary sessions of relevant departmental members, both student and faculty, before action is taken.

As indicated, both staff and students share many common concerns and an attempt has been made to avoid polarization of views. The divergence of student outlooks as between Ph.D. candidates, M.A. candidates, honours students, majors students, and general students has also become apparent.

R. F. Salisbury, Chairman

Soil Science

Students are involved in the following committees:

- 1) Shop
- 2) Seminars
- 3) Growth room
- 4) Library and reading room
- 5) Storage room and field equipment
- 6) Drafting room

Students have been very active in these committees, partly because they were just set up this year. Committees are expected to develop modes of operation and to see that these are carried out.

A staff member has been assigned to each committee as well as from two to four students. The students volunteer for the committees of their choice. These students are all post-graduates, although we hope to involve our undergrads as well.

A. F. MacKenzie, Chairman



JAN WERYHO

continued from page 3

a part of the middle-East. The Arabs see Israel as a European, western nation.

"If they are Westerners as the Zionists themselves insist, they have no business being in the Middle East. On the other hand, if they want to remain there they must start thinking of themselves as Orientals related to the Arabs.

"I read an interview in the 'Gazette' with Ben Gurion. He was asked what the Israelis planned to do with the new territory obtained in the last war, and Ben Gurion said, 'First we have to get about two million immigrants . . . I wrote a letter to the 'Gazette' saying that if Israel wanted to populate the

new areas, why not use the two million Arab refugees? Of course, the letter was not printed."

But Mr. Weryho did not mind this so much. The "Gazette", after all, has the right to print anything they want or not. Mr. Weryho reasoned. But he was angered when the Montreal "Star" printed a letter of his (and to illustrate this injustice, he took a pad of note-paper, and drew an impassioned line through its middle), but completely distorted its meaning by printing only the first half of the letter. This, he maintained with the first burst of pique I detected in his voice, was "character assassination."

Next, Mr. Weryho tackled separatism. "I can really sympathize with the French. In many parts of Montreal, if you walk into a restaurant and order your meal in French, they will not understand, or they will be rude to you. I think I would probably be a separatist if I were French." He chuckled mischievously, and added, "But if they do decide to separate, they might well be disappointed. At least now when a young separatist gets kicked about by the police, he can always say that the cops are acting on the part of the federalist regime, les maudits Anglais. If they demonstrate about something in a separatist Quebec, and the cops kick them about, then they will have no one to shout against."

"If Canada hopes to keep Quebec in confederation, she should give the right to secede if that is what is wanted by its people. It's like you sitting in my office here. You're enjoying yourself here right now, but if I were to say to you, 'You may not leave', you obviously would feel a sudden compulsion to leave. So I think Canada should say, 'You may come and go.' Then I think Quebec would not feel as much need to separate."

And so, another mental picture of Jan Weryho began to take shape and replace the old flag-hoisting crusader. Jan Weryho, after all, works for the Institute of Islamic Studies in a quiet office where he chooses books for the Library pertaining to the Islamic culture. He is an authority on the subject. But while doing his job, Jan Weryho looks out of his big Leacock window, and thoughts of Vietnam, America, student power, Jews and Arabs, Quebec — so many, many thoughts — fill his mind. So he talks to whomever he can, writes letters that sometimes get printed, and occasionally takes part in demonstrations. And, doubtless, makes an impression with everyone he meets, including me.

The interview was over, but before I left, Mr. Weryho said in that make-sure-you-print-this voice of his: "One of the things I appreciate about Canada is the way I am accepted here, what with my background. I am not made to feel like a foreigner."

Jan Weryho insists that he is an Anarchist.

JUAN RODRIGUEZ

FORUM

An essential purpose of the McGill Centre for Continuing Education and Bishop's University cooperating in presenting a credit course to qualify teachers in the Sherbrooke area for a Diploma in Special Education. The program, given at Bishop's, deals with the recognition of the problems and the special training requirements of children with learning disabilities. ■ A press release from the Research Center, Uniroyal, Inc., reports that Dr. Irwin Pliskin, former assistant professor in chemical engineering here has joined Uniroyal's Polymer Physics Research Center. ■ New man on the Canadian university scene: Dr. Bruce J. Partridge, 42, vice-president of the Johns Hopkins University, Baltimore, has been named President of the University of Victoria, B.C. His appointment takes effect July 1, 1969. His areas of study include nuclear physics and international and business law and he holds a doctorate in jurisprudence from Blackstone College of Law, Chicago. ■ Professor Léon Cellier, Faculté des lettres de l'Université de Grenoble, now visiting professor at Yale University, was on campus last Tuesday to deliver a lecture on "Mallarmé et Redon." Dr. Cellier was visiting professor of McGill's French Summer School in 1967. ■ Professor Hans Reiss, visiting professor of German literature here until next April, was on the McGill faculty from 1957 to 1965. He is now Professor of German and head of the department at the University of Bristol, England.

Please send all contributions to:
FORUM
McGill Reporter
Rm. 630, Administration Building

LET THE RED DOGS BARK

Sir:

How delightful that the woolly-minded political scientists should be the first department to pay for appeasement policies so largely of their own authorship. How ironic that an attack on their promotions, tenures and appointments should accomplish what a decent regard for the security of persons and property on campus could not. How remarkable! Is it then possible to say, flatly, "no"? Have then the administration and teaching staff a community of interest? What revelations!

My amusement is not without its limits. I am entitled, (if not as member of the teaching staff then as a much-solicited alumnus or even a simple member of the public) to have the public peace preserved on this campus, and Dr. Robertson will oblige, as chief administrative officer, by doing so; doing so immediately; and doing so in an unequivocal manner and without pretence at conciliating those who are entitled to no conciliation.

Let me, at the risk of stating the obvious, point out how utterly students resorting to criminal acts deliver themselves into the mercy of anyone with the facilities (principally, the ability to get the evidence) to prosecute. Forcible detainer of premises is punishable on indictment with two years' imprisonment, as also are common assault and assaulting a police officer, which are committed simply by resisting expulsion. While unlawful assembly rates a mere six months and five hundred dollars on summary conviction, a bit of tumult makes it a riot, punishable with two years; and if even three persons stay a half hour after the reading of the riot proclamation (as also if they hinder its reading) they become liable to imprisonment for life. I should be interested to see how many stay after the reading.

What more thoughtful gift to "activists" than a very legitimate social grievance—the necessary result of an experience of our prisons? If not their variously ridiculous and insolent objects, do not their methods fully entitle them to such a favour? But more: the campus would be rid of a serious pestilence, till now incubated in the fostering environments of the Administration Building (abandoned last year by fleeing Senators) and the Arts & Science Council premises (lately abandoned under dictation, by others of an administration of Hamlets whose characters have been all too ruthlessly and exactly assessed by the agitators).

What very limited sympathy I have for Dr. Robertson derives from the knowledge that a number of the more confused members of the teaching staff cannot be relied on to persist in lecturing for those who may wish to attend classes in face of any general or partial strike. Should these fail to discharge their functions, the obvious remedy is dismissal; and the University can happily allow those who choose not to meet examination or other requirements to fail their years. But it is essential that Dr. Robertson make it absolutely clear that those who threaten the security of person or property in the University will be dealt with without quarter; that he will institute prosecutions and conduct them with unflinching purpose, strike or no strike, Senate or no Senate, Faculty or no Faculty, Principal or no Principal.

It is the public order which is now at stake. The Administration should hereafter act absolutely without regard to the views or reactions of SDU or their friends on the teaching staff, some of whom it seems ought to be dismissed as parties to offences against the University. Let the red dogs bark. When they bite, break their jaws.

Stephen A. Scott,

Of the Bar of the Province of Quebec and the Faculty of Law.

CONGRATULATIONS TO W. VIGNEAULT

Dear Mr. Vigneault:

Congratulations on your bookstore article in the McGill Reporter of November 11. I found your reporting fair, accurate, and informative.

Yours very truly,
D. E. Armstrong, Professor,
Faculty of Management.

CAMPUS

HERE AND THERE: The McGill Centre for Continuing Education and Bishop's University cooperating in presenting a credit course to qualify teachers in the Sherbrooke area for a Diploma in Special Education. The program, given at Bishop's, deals with the recognition of the problems and the special training requirements of children with learning disabilities. ■ A press release from the Research Center, Uniroyal, Inc., reports that Dr. Irwin Pliskin, former assistant professor in chemical engineering here has joined Uniroyal's Polymer Physics Research Center. ■ New man on the Canadian university scene: Dr. Bruce J. Partridge, 42, vice-president of the Johns Hopkins University, Baltimore, has been named President of the University of Victoria, B.C. His appointment takes effect July 1, 1969. His areas of study include nuclear physics and international and business law and he holds a doctorate in jurisprudence from Blackstone College of Law, Chicago. ■ Professor Léon Cellier, Faculté des lettres de l'Université de Grenoble, now visiting professor at Yale University, was on campus last Tuesday to deliver a lecture on "Mallarmé et Redon." Dr. Cellier was visiting professor of McGill's French Summer School in 1967. ■ Professor Hans Reiss, visiting professor of German literature here until next April, was on the McGill faculty from 1957 to 1965. He is now Professor of German and head of the department at the University of Bristol, England.

A MAN WHO DELIVERED: We had a brief word the other day with John Baldwin, recently retired supervisor of the University's mailroom. A short, grey-haired but still energetic man, he joined the staff in May, 1945 when, he recalls, "there were three employees in the mail service, two of whom did the deliveries on bicycle. In those days, we made our own mail bags out of kraft paper." When he, retired last August, there were nine full-time employees, a truck devoted exclusively to mail delivery and genuine canvas mail bags. Today the service, located in the Administration Building,

processes about 30 bags of incoming mail a day and 25 bags of outgoing mail; the university's annual postage bill runs about \$80,000. Mr. Baldwin was honoured by his friends and colleagues at a reception November 21 and was presented with a gift. His parting shot: he plans to maintain contact with the University — by mail, of course.

PRESIDENCY, ANYONE? We've been asked to circulate the news that the University of Waterloo in Ontario is seeking a new president. Dr. J. G. Hagey, the present incumbent since 1953, underwent major surgery for a throat condition in 1967, and he has asked the University's Board of Governors to find a successor. Since his operation, Dr. Hagey has been using the esophageal method of speech. He has agreed to remain in his post until a suitable candidate is found to succeed him. ■ Waterloo's current enrolment is over 9,000 students, programmes are offered in arts, science, mathematics, physical education, engineering, architecture and optometry, it has a physical plant valued at more than \$75 million on a 1,000-acre campus, it carries on an active research programme and has an enrolment of 1,400 graduate students.

BOTTLE BARGAIN: For over 40 years, the Pathological Institute has been storing its specimen tissues in special 8-ounce clear glass bottles. Recently, in keeping with the polymer age, the laboratory workers have been switching over to plastic bags, which also take up less space. But in the process, more than 5,000 bottles have accumulated with nowhere to go. B. A. Whitrow, of the Institute, informs us that he is reluctant to throw out the bottles, 1,500 to 2,000 of which are in good enough shape to be used. He'll be happy to turn them over to other laboratories or departments which may have a use for them. He tells us that the bottles are compact, they can be stacked, they come equipped with screw tops (non-rust metal or white enamelled metal) and they have been washed, cleaned and bleached. The present day cost of these would be a minimum of 10 cents a bottle, and they can be had for the asking from B. A. Whitrow, Room 115, Pathological Institute, Royal Victoria Hospital local 418.

WORDS IN OUR EAR: In her latest book, *Birdless Summer* (Clarke Irwin & Co., Ltd., Toronto), Dr. Han Suyin recalls a common saying in the China of her youth:

"There are only two ways to advancement, one is to build your own reputation, like a mountain, and stand on it; and the other is to dig pits for everyone else to fall into, so as to appear the only one without fault; and the second way is easier than the first."

OPERA AT MCGILL

On Friday and Saturday Nov. 29 and 30 the McGill Opera Workshop under the direction of Luciano Della Pergola presented its first two operas of the season, Menotti's "The Telephone" and Donizetti's "Rita". The performances were packed and were, on the whole, very funny and very musical.

The educated man in the sixties thinks he ought to know something about opera but finds sitting through one a ridiculous and boring experience. In anticipation of more and better operas in Montreal I humbly present my guide to opera for the man who loves theatre and films.

The compleat opera buff

For some reason the McGill Opera Workshop has a long tradition of presenting opera in the high schools of this city. Now I do seem to recall many years ago being relieved from an algebra class in order to attend one of these performances, excerpts from "Die Freischütz", I believe. While this spectacle didn't fill us with marvellous insight into the possibilities of musical drama, it did provide an outlet for six months of our accumulated hostilities which we freely expressed toward that pathetic group of actors who had the effrontery to display so much disgusting emotion right there in public. (Luciano Della Pergola put it more accurately when he said "It does not matter if the opera is a tragedy or a comedy, they laugh anyway.") The emotive power of opera frightened us, I think. We hadn't grasped the most important conventions of opera.

Before all else opera is a ritual, a presentation, a spectacle, like a Greek tragedy or a Catholic mass. There is no point in going to an opera to see real people acting out real situations. The actor in opera however, is not a Greek tragedian who expresses feeling as a kind of ritual, nor is he an actor after the Stanislavsky pattern who tries to become the person he portrays. He is closest to the Brechtian ideal: an actor who remains an actor, yet portrays what he thinks are the feelings of the person he is portraying. In other words, the opera actor does not try to make you believe that the drama is really happening on the stage with the audience peering through a large keyhole.

Of course a true opera buff might ask what the point of all this commentary is anyhow since he only goes to hear the music. If the composer is only interested in the music why did he bother to use a dramatic form? The presentation of an opera as a dramatic spectacle is a very complex and time-consuming business. In the guise of a matador, monk or some other inconspicuous character I observed opera for several years and noted in particular that the stage director was often paid more than the conductor. One of the main problems of stage direction, and this is particularly true of opera, is not what the singer does while singing, but what he does while not singing. The easiest solution to this problem would be to accept the convention that everything must come to a halt during an aria. Ever since Gluck, however, composers have insisted that the presentation be uniform throughout. Naturally the musical time is out of all proportion to the real dramatic time and this puts an extra burden on all the characters on the stage. Some of the devices for filling in dramatic time are quite ingenious.

Finally there is the problem of set design. For some obscure reason most directors insist on period costumes and realistic sets. A reactionary lot! Realism, it should hardly be necessary to point out, is more in keeping with films than with the stage. We can no longer accept any old imitation of reality. Early opera made no pretense of realism and neither should we.

With some misgivings I attended the McGill Opera Workshop performance and was treated to two operas, both of which were uniformly well directed, staged and sung. In the past the Opera Workshop has made two very serious blunders if it wanted public recognition (which would, in time, attract better

singers). Either works were chosen beyond the capabilities of the performers or Signor Della Pergola insisted on using all members of the workshop in public performances. This is not to say that I am advocating the sort of "star" system used at many schools of dramatic art, but performers should meet certain vocal standards before they are foisted on the public. To allow bad singers in these performances is discouraging to singers of talent as well as to audiences. I have particularly vivid memories of the disastrous performances of Debussy's "Pelleas" and Beethoven's "Night Blooming Cereus". When I complained to members of the Music Faculty about the lack of uniformity in the cast I received offended replies like "Well, they are students after all." Both these operas were badly attended as a result and that didn't help the morale of the performers. It should be remembered, of course, that until this year the Opera Workshop received little or no help from the Music Faculty.

The choice of operas was ideal for this group of singers, since neither provided any great musical difficulties. Unfortunately, the Menotti opera didn't provide any musical problems except maybe hitting the right pitches which the singers often weren't able to manage. Ginette Dulac-Champagne and William Vincent sang well as a duet in the Menotti and it would be interesting to hear them in an opera somewhat less pointless. The acting was convincing especially since it must have been difficult to find something for Mr. Vincent to do while he wasn't singing, which was most of the time. Signor Della Pergola handled this problem in stage direction with a good deal of humour. Three main problems were demonstrated in this opera. First, it is extremely difficult to balance piano and voice in Redpath Hall, a problem which

might be solved if there were more time to rehearse there (all the ensembles have this difficulty, which the university might consider). Secondly, why must the opera group use such unappetising sets? And finally Signor Della Pergola would do well in future to insist on much less makeup, an irritating feature of both operas (can't they borrow staff from the Player's club?). When looking for short operas they might also keep in mind that American composers have been turning out chamber operas for years.

"Rita" by Donizetti was the most satisfying of the two operettas because both musically and dramatically it was more varied in character than the Menotti. Renée Chawkin played Rita, the shrewish wife, with complete self-confidence (?) and her voice only threatened to give out once during the performance. If this role had been overplayed it might quickly have become boring, a tricky problem when amateur actors play stereotyped roles. Miss Chawkin's voice did not have the nervous pinched quality which characterised the singing of Martin Dreyer (as Beppo) and Ginette Champagne (as Lucy) in *The Telephone*. These two singers can use much more stage experience. The character, however, who drew the most attention was Gasparo, played by Jim Hutchinson. When he has his voice under control, Mr. Hutchinson has a good round baritone which served him well as an Italian-Canadian voyageur. His sense of timing, so important in comedy, is developing very well. All the characters, unfortunately, made much too lavish use of gesture, though this might be in keeping with the style of the period.

In "Rita" the real humour came not

from the acting or the music, but from the stage direction. Though Della Pergola has a tendency to overdirect his productions, this attention to detail was most effective in the two operettas in which many of the dramatic fills reminded me of the best of the old Charlie Chaplin films.

Later this year the Opera Workshop will be performing Bach's "Peasant" and "Coffee" cantatas. If these works are as successfully staged as "The Telephone" and "Rita" the workshop may yet be able to attract the talent necessary for a major production. Why can't students from several universities cooperate the way they have in Stewart Grant's Collegium Musicum?

Steven Freygood.

MISSION OF FEAR:

THE FESTIVAL OF DEATH DONE DELICATELY

by James Farrell

There is a notion (held both by filmmakers and film viewers) that celluloid protest must come on strong! Strict norms of no-nonsense impact seem to be applied to a variety of motion pictures that deal with Socially Significant Realities.

Of course, this kind of thinking very

definitely puts style before content, filmic flourishes before subject matter.

But it is to be expected, I suppose, in this most peculiar age of disenchantment with the cerebral work of art. It's almost as if the aesthetes proclaim an irrevocable distinction between form and substance... because they themselves are distinctly uncomfortable with matching the two.

Let's not get trapped in this backward thought that would have the "artistic idea" (I guess that's what my drama professor in the seminary called it) come like a bolt-from-the-blue, well ahead of the decision on "artistic approach" to the subject.

"Mission of fear" is enough to dispell any doubts that the really special pieces of the cinema are woven magically of a single creative thread.

You can choose to inhale your smoke, sit back and let the rattle-dazzle of the magic pour over you. Personally I prefer to be drawn in by the siren sounds of an intricate and fascinating mind at work.

In either case, Fernand Dansereau provides more-than-plenty, much-goody entertainment by means of an otherwise sobering story.

As we all know, one of the things for which this continent is renowned is martyrdom. The most publicized cases come from the time when Canada was young... and the Indians had not yet given in to "culture."

Certain wags have suggested that the Redskins were the martyrs; but such humour is in bad taste, to say the least. Every school child is well aware that the primitive aboriginal savages of this land massacred and devoured kindly priests and settlers.

"Mission of Fear" ("Festin du mort", its more appropriate French title) tells about this carnage and attempts to examine what it was that made those poor Indians commit such atrocities.

But even Monsieur Dansereau admits that his answers are a bit unsettling.

He claims that he made a great effort to set aside certain personal prejudices incurred during a strict Jesuit upbringing. But unfortunately they were not entirely successful.

The film does establish an apparent balance between the struggling factions. But this only heightens the impact when the scales tip; and once they've tipped, the inevitable consequences are added on in agonizing layers to make matters worse and worse.

All in all, "Mission of Fear" is the most remarkable Canadian film I have seen. Imagine a French-Canadian drama shot by a Japanese cameraman under the supervision of a British acting coach, and you'll come pretty close to the feeling of the film.

Human faces, both painted and religiously scrubbed, are a landscape in counterpoint to the wilderness environment. And the smell of pine is almost overcome by the odors of sweat and incense.

However, the illusionary realism is just part of the dream-movie; and in the final analysis, we are still in our own age and spinning dreams of impossible fore-fathers whom we wish to love or hate.

Whoever said that was dishonest? Not I! We have enough of their blood in our veins to call them our own. And as everyone knows, the sins of the sons shall be visited upon their fathers! Expiation is mine, sayeth McLuhan.

Perhaps the most interesting facet of "Mission" is its duplicity. Like the ring announcer in a fixed fight, the be-

collared narrator makes a hearty pretense of fairness in introducing the contenders. And this softening of the films condemnation of cultural colonialization seems just about enough to save it from being seized and burned outright... (Although it doesn't make it a promising choice for a Loyola College benefit!).

Borrowing from the Film Board tradition of "Lonely Boy," Dansereau is content to highlight rather than paint over an actualization of events remembered. That way he draws his box office from God and Caesar; and in the end he has enough coppers to go on to do more.

While Passolini revitalized the mythology of his religious matter (Matthew's Gospel), Dansereau stares coldly and incisively at his. Passolini becomes enmeshed in religiosity, falling victim to his own brilliance; Dansereau rides out the tempest of his genius with much coolness.

Cynics (like myself) will always dance to the black ritual tunes of such as Fernand. And along the way, there will be a few converts made by experiences such as this picture provide. We are a patient band of faithful ones. We can wait.

Mission of Fear will be shown by the Film Society on Dec. 11.

Mr. Farrell works in the Instructional Communications Centre



RICHARD BYLIN

"SAVED" — MULTI-MEDIA THEATRE

The theatre has traditionally separated the various aspects of theatrical experience — music, acting, mime, film, and dance; the trend of today's stage is to use all of these to create a broader, more complete aesthetic experience.

In the McGill production of *Saved*, a play by Edward Bond, scheduled for Moyse Hall December 11 through 14 at 8:30 p.m., these elements are being combined in an approach often described as "multi-media."

The production, a joint venture of the Department of English and the Players Club, directed by Dr. Hugh Nelson, will make use of films shot by McGill students, with the aid of the staff of the Instructional Communications Centre, to create a broader viewpoint and amplify the stage action.

The directions taken in the production were originated by men like Bertolt Brecht and Antoine Artaud. They have progressed through Bergman, Brook, Sontag and Weiss. They have been the subject of experiment since the attempts of Walter Gropius and Moholy-Nagy of the Bauhaus in the 1920's. Milton Cohen of the University of Michigan has been working since 1958 on multi-

screen projections and the combination of live actors and film. Robert Whitman, a sculptor from New York, has created several film/actor performances. In *Prune Flat* (1965) he compared real performances with projected versions.

One of the most notable examples of this type of production is the Laterna Magika of Czechoslovakia. This group made its first appearance in Brussels in 1958 and since has been seen in New York and Montreal. In Czechoslovakia it presented *The Tales of Hoffman*, *Leur Journée*, *Hamlet*, and *The Seagull* as part of the National Theatre productions between 1958 and 1962.

This type of production has opened new vistas of stage craft. Before the coming of film to the stage the set designer was limited to muslin and paint. He worked in traditions ranging from those that considered no scenic element necessary to those that demanded gigantic and elaborate mechanisms to create spectacular scenic effects. Always he had to overcome the physical limitations of the materials available to create absolute realism for Chekov or flying mythical creatures for Wagner. When he wanted to change

the scene he either brought down the curtain and set his army to work to rebuild the stage or else he changed the lights on his stage to reveal a new composition and allowed the lines of the play to locate the action. This last method has become a tradition when doing Shakespeare.

With the advent of film the designer could make use of the principle of suggestion to create his scene. He can use film to say "here we are on the snow-blown mountain top" and one sixteenth of a second later "here we are on the arid desert." He can create crowds out of nothing and build buildings out of the air. Using film, the set designer can say much more than he could with a paint brush and he can say new things by changing projections without interrupting the flow of the play.

A few projection screens can be used in various combinations to create a multiplicity of images. Comments can be made on the production and the audience can be shown things they would not have seen otherwise.

In this production of *Saved*, which will be the Canadian premiere, seven screens will be used. Combinations of

movie film and slide projections will create the scene. The simple furniture required will be moved on and off by the actors. Images will be collaged to suggest not only the immediate situation but the milieu in which the characters exist, their thoughts, their feelings, their IF. How might this scene have happened? What various possibilities could have led up to this? These questions can be answered by film running before, during and after the scene. The intent is to make the audience aware of the possibility of the reality of what is happening on the stage.

This production is an experiment. It will not carry the possibilities inherent in the mode to their ultimate point. The basic limitations of Moyse Hall preclude this. However by approaching the play in this manner it is felt that the playwright's intent will be executed in a completeness otherwise impossible.

Mr. Bylin is Technical Director of drama productions for the English Department.

coming events

9 DECEMBER TO 22 DECEMBER

Send notices, photos, of Coming Events to: J. Macurdy, Local 5306, Information Office, McGill. By Wednesday, 10 a.m., one week in advance.

MONDAY 9

THOMAS MANN - HIS EARLY WORKS AS A TESTIMONY OF SOCIAL CHANGE: Social Change seminar with Dr. U. Sautter. 7 p.m., D-105, Loyola College.

OTHELLO: Literary Society film series. Starring Orson Welles. 8 p.m., L-132. Admission 50¢.

MADAME DE STAËL: History lecture by Dr. Jeff Adams. 8 p.m., Vanier Aud., Loyola College.

THE MARXIST CONCEPT OF SCIENCE: Lecture by Rev. Quinton Lauer (Philosophy Dept., Fordham University). 8 p.m., B-204, Loyola College.

TUESDAY 10

DIALOGUE 30: Haiku readings, koto music, Japanese 17th and 18th century prints. 1:15 p.m., Leacock 132. Admission free.

WOMEN ASSOCIATES MEETING: Illustrated talk by Miss Helen Reynolds—"A Few Highlights of Summer Trips." The Music Group, under the direction of Mrs. D. Holden, will sing carols. 3 p.m., Faculty Club.

STUDIES OF A TROPICAL MARINE LITTORAL COMMUNITY: Zoology seminar with Dr. J. Lewis (McGill). 4:30 p.m., S 3/3.

HARVESTING WILD ANIMALS: Montreal Zoological Society lecture by Norman Meyers on wildlife conservation in East Africa. Slides. Royal Bank Auditorium, Place Ville Marie. 8 p.m. Admission free. For more information: Mr. Sewell, 392-5988.

HOCKEY: McGill at Loyola, 8 p.m.

CENTRE DU THÉÂTRE D'AUJOURD'HUI: "Escorial," and "L'Ecole des Bouffons," by Ghelderode. 1297 rue Papineau, 8:30 p.m.

THE MESSIAH: Oratorio by G. F. Handel. Pierrette Alarie, soprano; Bernadette Greevy, contralto; Léopold Simoneau, tenor; Donald Bell, bass; the Elgar Choir. Franz-Paul Decker conducting the MSO. 8:30 p.m. Place des Arts.

WEDNESDAY 11

PANCREATIC SECRETION: McGill Pre-Med Society film series. 1 p.m., S 1/3.

THE MONTREAL HARBOUR, TEN YEARS HENCE: Symposium sponsored by McGill Industrial Relations Center and Montreal Port Council. Further information: 392-3077, Industrial Relations Centre.

INSOLUBILIZED ENZYMES: Biochemistry Dept. seminar with Dr. J. Porath (Univ. of Uppsala, Sweden). 4:30 p.m., Palmer Howard Theatre, McIntyre Medical Bldg.

MISSION OF FEAR: Dir. F. Dansereau, Canada, 1967. Cinematix series. 8 p.m., L-132.

THE AGRICULTURAL CRISIS IN QUEBEC: History Assoc. of Montreal lecture by Prof. José Igartua. 8:15 p.m., Vanier Aud., Loyola College.

CAROLS FOR CHRISTMAS: Marianapolis College (Montreal) and St. Michael's College (Winooski, Vt.) under the direction of Wayne Riddell and Dr. W. Tortolano. 8:30 p.m., St. Patrick's Church, 460 Dorchester. Admission \$2, students \$1.

SAVED: Multi-media production of the play by Edward Bond. English Department Players. 8:30 p.m., Moyse Hall (Arts Bldg.). Admission \$1.50. Further information: R. S. Bylin, 392-4979. Thru December 14.

THURSDAY 12

WOMEN ASSOCIATES: Current Events Group, 2 p.m., Writing Room, Faculty Club. Mrs. Giacomelli discusses NATO. Further information — Mrs. D. E. Woodsworth, 488-3556.

POETRY READING - GEORGE STARBUCK: Dept. of English lecture series. 4 p.m., Leacock Council room. Admission free.

QU'EST-CE QU'UNE UNIVERSITÉ?: Debate with Dr. Charles Philippe Leblond (Dept. of Anatomy) and Dr. Laurier LaPierre (French-Canada Studies). General discussion following, in French. Sponsored by Club Francophone de McGill. 8 p.m., Peterson Hall Staff Room, 3460 McTavish. Further information: 392-4491.

MIGNAULT SOCIETY MEETING: Faculty of Law discussion on the proposed "Declaration of Civil Rights before the Office of the Revision of the Civil Code," with Prof. Paul A. Crépeau and Mr. Stephen Scott. Chancellor Day Hall, Common Room, 8 p.m. Refreshments. 843-5456.

THE STAR OF BETHLEHEM: Dow Planetarium sky show. Closed Christmas and New Year's. 1000 St. Jacques St. W. Admission \$1. Information: 872-4210. Until January 6.

FRIDAY 13

I A DENTIST: McGill Pre-Med Society lecture by Dr. L. C. Francis. 1 p.m., S 1/4.

CONCERTS PUBLICS DE RADIO CANADA: Groupe Instrumental de Montréal de la SMCQ. (Broadcast following Wednesday, 8:33 p.m., CBF-AM, 690) 8:30 p.m., Salle Claude Champagne, 200 Bellingham Road, Outremont. Admission free.

LA NUIT DES ROIS: French version of Shakespeare's "Twelfth Night." Dir. Jean-Louis Roux with stage designs by Alfred Pellan. Théâtre du Nouveau Monde production. 8:15 p.m., Port Royal Theatre. To Jan. 19.

FACULTY FRIDAY: Faculty of Music Symphonic Orchestra, under the direction of Alexander Brott. Igor Stravinsky—"Pulcinella Suite." Saint-Saëns—"Le Carnaval des Animaux." (Piano soloists—Robert Mayerovitch, Mark Pinzow.) Jacques Ibert—"Divertissement." (Piano soloist—Yuri Meyerovitch.) 8:30 p.m., Redpath Hall. Admission free.

CENDRILLON: Chrysanthemum Flower Show, Jardin Botanique de Montréal, 4101 Sherbrooke E. Until December 14. 872-2647.

BONNIE AND CLYDE: Special Christmas showing by McGill Film Society. 6:30 and 9 p.m., Leacock 132. Admission 50¢.

MUSEUM OF FINE ARTS: "Noel '68," a display of Christmas trees from various countries. Until December 22.

SATURDAY 14

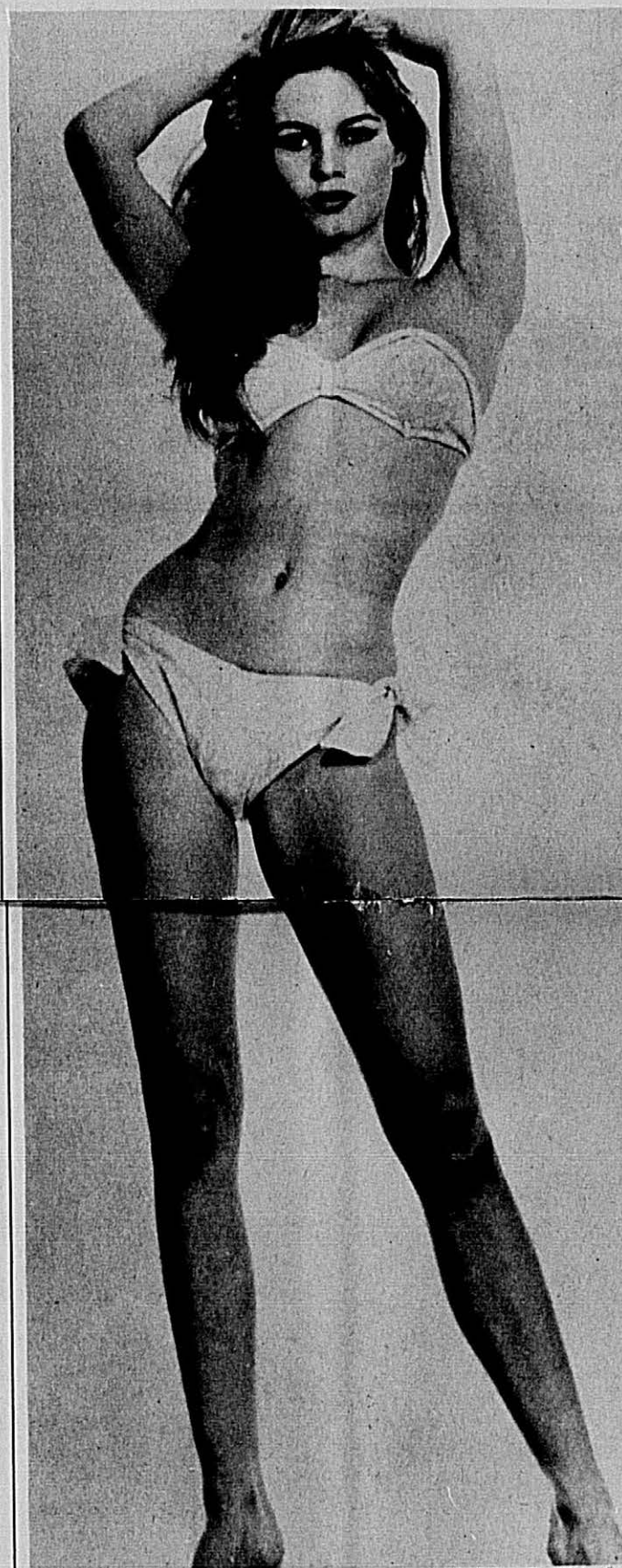
BASKETBALL: New Hampshire at McGill, 2 p.m.

THE LOVE GODDESSES: An anthology of shapes, from Jean Harlow to Marilyn Monroe. Film Dialogue. 6:30 and 9 p.m., PSCA. Admission 75¢.

SING AT CHRISTMAS '68: McGill Choral Society concert. Carols, audience participation, brass ensemble, The Martlets. Directed by Gifford Mitchell, accompanied by Graham Knott. 8:15 p.m., St. James United Church, 463 St. Catherine St. W. Admission \$1.50.



HARVESTING WILD ANIMALS: How wild game utilize land better than cows in East Africa. See Tuesday 10



LOVE GODDESSES: Still another non-Puritan aspect of religion. See Saturday 14



OTHELLO: Shakespeare's drama of the marriage of black and white. See Monday 9

COMING EVENTS

SUNDAY 15

UNDERGROUND FILM CENTRE: "The Eagle," with Rudolph Valentino. Also a Buster Keaton short. 2, 4, 6, 8, 10 p.m., Revue Theatre, Maisonneuve and St. Marc. 523-2816.

ALEXANDRE BRAILOWSKY - PIANO: Vivaldi—"Concerto in D Minor." Scarlatti—"Sonata, Lent majeur." Beethoven—"Sonata in D Minor." Chopin—"24 Preludes." Debussy—"Reflets dans l'eau." Liszt—"Rhapsodie Hongroise." "Valse Impromptu." 8:30 p.m., Salle Wilfrid-Pelletier. 932-2171.

LOYOLA ANNUAL CHRISTMAS CONCERT: Loyola Choral Society and Madrigal Singers, under the direction of Dr. Thomas Legrady. 8:30 p.m., Smith Aud., Loyola.

MCGILL CHAMBER ORCHESTRA CONCERT: Alessandro Scarlatti—"Christmas Cantata." (Soloist—Glynne Sobrian, soprano.) "Christmas Concerti,"—Corelli, Torelli, and Manfredini. 8:30 p.m., Museum of Fine Arts. Admission free with ticket from Museum information desk.

TUESDAY 17

DIALOGUE 30: A Christmas Extravaganza. Film, voice, music. 1:15 p.m., Leacock 132. Admission free.

BASKETBALL: Loyola at McGill, 8:15 p.m.

MSO CONCERT: Franz-Paul Decker conducting. Martha Argerich, piano soloist. Eugene Husaruk, violin soloist. Fiala—"Divertimento Concertante." Chopin—"Concerto No. 1, Op. 11." Schumann—"Symphonie No. 3, Rhénane." 8:30 p.m., Salle Wilfrid-Pelletier.

WEDNESDAY 18

SIR GEORGE ART GALLERY: Recent acquisitions from the University of Toronto. Hall Building, to January 4.

GASTRIC SECRETION: McGill Pre-Med Society film series. 1 p.m. S 1/3.

A STUDY OF THE MOLECULAR EVOLUTION OF OXYTOCIN AND VASOPRESIN: Biochemistry seminar with Dr. Maurice Manning (McGill). The Merrifield Method of solid phase peptide synthesis. 4:30 p.m., McIntyre Bldg., Palmer Howard Theatre.

WOMEN ASSOCIATES: French Conversation Group, 2 p.m., Peterson Hall, 3460 McTavish. Further information: Mrs. H. Jones, 731-7021.

SATURDAY 21

TUDOR SINGERS CONCERT: J. S. Bach—"Jesu, Meine Freude." Short motets of Byrd, Jacob Handl, Palestrina, Healey Willan. Traditional carols of various national origins. Four contemporary carols. Under the direction of Wayne Riddell. 4 p.m., Church of St. Andrew and St. Paul, Sherbrooke at Redpath. Admission \$2, students \$1.

L'OISEAU BLEU: Théâtre du Rideau Vert production at Theatre Maisonneuve, Place des Arts. Through January 6. Tuesday thru Saturday, 8:30 p.m. Sunday 7:30 p.m. 844-1793.

SUNDAY 22

UNDERGROUND FILM CENTRE: "Hallelujah the Hills," by Adolfo Mekas. 2,4,6,8,10 p.m. Revue Theatre, Blvd. Maisonneuve & St. Marc. 523-2816.

THE CEREMONY OF CAROLS: By Benjamin Britten. Also, carols and motets for Christmas. The Erskine & American Church choir and orchestra under the direction of Wayne Riddell. 4:30 p.m., Ontario & Sherbrooke. Admission free.

MID-YEAR CALENDAR

DECEMBER 10 — Mid-year exams begin at Macdonald College.

DECEMBER 16 — Exams in Graduate School of Library Science.

DECEMBER 17 — Last day of Lectures in P. & O.T.
— Exams begin in School of Social Work.

DECEMBER 18 — Exams begin in P. & O.T.

DECEMBER 19 — First term ends in Social Work.

DECEMBER 20 — Last day of lectures in all other Faculties & Schools.

DECEMBER 25 — Christmas Day. Administrative offices will be closed from 5 p.m., December 24, to 9 a.m. December 30.

JANUARY 1 — New Year's Day. Administrative offices will be closed from 5 p.m. December 31 to 9 a.m. January 6.

JANUARY 6 — Second term begins in Music, Social Work, Law, Divinity, Agriculture, Food Science, P. & O.T., Education.
— Lectures resume in Medicine, Dentistry, Library Science.
— Exams begin in Arts & Science, Commerce, Engineering, Architecture, School for Grad. Nurses, Education, Physical Education, P. & O.T.
— Reading period begins in School of Architecture.

JANUARY 15 — Second term begins in Arts & Science, Commerce, Engineering, Architecture, School for Grad. Nurses, Education, Physical Education, P. & O.T.

RADIO MCGILL

DAILY, DECEMBER 9 THROUGH 13 (ON CAMPUS)

News: 20 minutes after every hour.

Insound Highlights: 12 to 2 p.m. — Light listening music. 4 to 6 p.m. — Mixed Bag (folk, rock, jazz).

SATURDAY, DECEMBER 14

Saturday Night Bash: 9 p.m. to 1 a.m.

SUNDAY, DECEMBER 15 (ON CFQR-FM, 92.5 MEGACYCLES)

10:00 P.M. Russian Poetry: Readings of works by modern Soviet poets in the original Russian and in translation.

10:15 P.M. Government Past, Present, and Future: David Osborne looks at the evolution of politics and government throughout the 20th century. With Professors LaPierre, Mallory, and Vogel.

10:45 P.M. Radio McGill Raps: A fast-paced look at the news of the week, prepared by the News & Publics Affairs Dept. of Radio McGill.

11:15 P.M. McGill Chorus: Two choirs, the Collegium Musicum and a McGill instrumental ensemble present works by Kelsey Jones and Antonio Vivaldi.

11:45 P.M. Coup d'Oeil Sur Le Canada Français: Student Occupation. Interviews and discussions with CEGEP occupants, as well as comparisons between the CEGEP occupations and the P.S.A. Sit-In.